

Stage Five

Advanced Concepts and Communication

About this Stage

The majority of the learner's academic growth occurs at Stage Five. She expands her skills from learning simple mathematical concepts to solving more complex problems. She grows from basic spelling skills to full and fluent literacy. This type of academic journey takes time. The development of full academic functioning begins now and continues through the rest of the learner's life.

Content will be mandated by local curriculum standards.

A Stage Five learner should be working on Stage Seven writing skills at the same time that she is working on reading skills. She will be reading and writing simple sentences at first. As skills progress, she will be expected to incorporate vocabulary words and other content-related words, as various subjects of study become part of her curriculum. For example, if a particular word is part of her study of science, she may be asked to read this word in classroom materials.

Software recommended for developing Stage Seven writing skills certainly can be used as practice or study environments for addressing Stage Five language arts and reading skills. Software used for spelling practice at Stage Seven can also be used to develop Stage Five reading skills.

About the Software



Stage Five picks up where the Stage Four readiness curriculum leaves off by targeting local and national curriculum standards and traditional approaches to academic content. The curriculum your learner follows will be set locally and will address a broad range of skills needed to succeed in areas of study such as reading, mathematics, science, social studies and geography.

We can never know how much any learner will achieve. We must assume that all learners will progress through Stage Five if given the proper support for modifications and scaffolding in the learning process. These might include the use of the right adaptive device and appropriate content software.

How extensively a learner pursues academic growth is a personal choice beyond formal school years and experiences. Interest in lifelong learning is established during this developmental phase. The more the software can present sophisticated manipulation of content, the more motivated the learner will be to use the program thoroughly and to pursue further learning opportunities.

Adjustments Increase Versatility of Software

Making choices characterizes much of the interactions at Stage Five. At the beginning of this Stage, bring out some earlier software and look for advanced settings not yet completely mastered, as well as settings that allow you to use the software in new ways.

For example, go back and look for software used in earlier Stages to see if there is an option for selecting from a number of targets. If there is, use this software again, but this time add an element for academic functioning. For example, if the program presents a series of targets, interact with the learner by asking her to select the item that you spell out loud. The learner must then translate the spelling into a word, find the picture of that word, and select the item with the access device. That's a three-step process! Why not get some extra mileage from programs that offer a variety of adjustment options?

Acquiring Advanced Language and Decision-Making Skills

This is the Stage where a learner's vocabulary use quickly expands. Prepare for rapid assimilation of new phrases that are context-related in more advanced learning areas. As learners are exposed to advanced concepts, they will incorporate new vocabulary and content words into their written and spoken communication methods.

Some software activities target language comprehension and phonological awareness skills together by requiring that learners practice active listening as well as decision-making about the sounds that they hear. This focus on multiple oral language skills is crucial for learning to read or becoming a better reader. For learners having difficulty with auditory discrimination or phonetic activities, consider Fast ForWord™ (Scientific Learning™ Corporation), Earobics® (Cognitive Concepts, Inc.), and other software programs that are especially designed to target these skills.

Selecting Software

Another type of decision-making skill addressed in the software is the ability to navigate and control the program independently. A Stage Five learner is able to make choices in the activities used, and to pace herself throughout her interactions with the computer. Look for controls that allow her to make selections, to save or print her work, and to quit the program independently.

Care should be taken to preview off-the-shelf educational software. Is there a reliable way for the learner to access the program? Does the program offer a clear and supportive learning environment? Watch for clear and organized visual presentation, appropriate use of animation and sound, and self-paced timing of interaction.

While neighborhood software stores may offer convenient shopping, don't buy software until you've previewed the features it offers. This is meant as a caution to not expect general "edutainment" software to be accessible or useful for learners with developmental delays. Some may be, but preview carefully before you purchase to ensure that the learner can use it successfully.

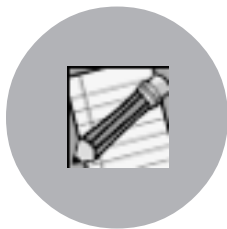
Software Selection Tips



At Stage Five, look for software that offers:

- ✓ practice in academic skills at a level suitable for the learner
- ✓ content that is appropriate for the learner
- ✓ clarity of concept and presentation of ideas
- ✓ the capability for the learner to access and control software with his or her best method of input
- ✓ a supportive and encouraging environment
- ✓ appropriate and engaging graphics, colors, animation and text
- ✓ a visually clear and organized onscreen presentation
- ✓ an option for auditory support (such as talking buttons or directions)

Relevant Issues



Accessibility is Critical

Before increasing the difficulty or complexity of the content, be certain that the access device, custom settings and other accommodations are appropriate. Also make sure that the learner can use the access device proficiently. Content is almost impossible for a learner to address if the process for the interaction is distracting, unreliable or uncomfortable. For example, Stage Five learners need full access to all alpha-numeric keys on the standard keyboard as well as full mouse function in order to respond to Stage Five content. Options such as alternative access devices or onscreen keyboards must be considered.

Research is showing that learners with severe physical challenges who can use switches can utilize the same computer-related learning activities in the classroom as do their able peers without disabilities, especially in the sciences and technology. For more information on Academic Software's Single-Switch Access to Science Software Project, visit www.acsw.com/ssass.html on the Web.

Stage Five Focus:

- **literacy**
- **academic learning in all areas**
- **reasoning**

The Emotional Side of Learning

It is more important than ever to consider learner self-confidence. Since it is likely that the learner will be using generally available software, take care to investigate the way information is presented before using it. Are the graphics and animations appropriate? What about size of images and the colors used? Can the learner save her work to pick up again later? Can you print the learner's work easily? Other factors may need to be considered based on the strengths and needs that a learner brings to the experience.

Finally, be sure that the software provides appropriate reinforcement and feedback. Is the environment encouraging? Nonthreatening? Motivating? Easy to navigate? Does it offer appropriate academic content? Care must be taken to monitor both the content and the process for all of the new learning at this Stage.

Content Rich Learning Experiences

Although Stage Five covers all academic areas, your learner will most likely focus on math, reading and problem-solving skills. Competency in these areas is key to her success in all future learning endeavors and in related academic areas such as science or social studies.

Math

Stage Five focuses on skills in computation, interpreting charts and graphs, and applying principles of algebra, geometry and fractions. Standards developed by the National Council of Teachers of Mathematics (NCTM) regard such skills as important in fostering mathematical insight and reasoning. These standards encourage learners to gain an understanding of mathematical concepts through hands-on participation rather than through passive exposure to rules and procedures. Although NCTM recommends less emphasis on traditional computational skills, most educators and locally-mandated math curricula still consider computation to be a desired skill. Look for software that incorporates both approaches, providing problems to solve that require both thinking strategies and computation skills.

Reading

Historically, the question of how best to teach reading is one of the most controversial in the field of education, with some people focusing on phonetic abilities, others on comprehension, and still others on word recognition. However, current trends favor a more balanced learning process that provides educators with a broad approach to an expanded understanding of the skills needed to become a good reader.

Researchers on balanced literacy, Marilyn Adams and Patricia Cunningham, describe several cognitive functions to explain how learners develop reading skills:

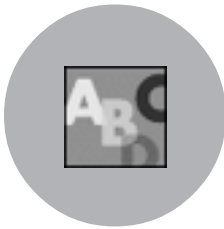
- ❖ Orthographic Processor: recognizing the names of letters and how the letters work in patterns to form words;
- ❖ Phonological processor: understanding the sounds made by letters, and how the sounds work in patterns to form words;
- ❖ Meaning processor: recognizing a word, and then understanding the concept that a word represents;
- ❖ Context processor: constructing a coherent and ongoing interpretation of the text through context awareness.

These are the targeted reading skills at this Stage. Look for software that provides practice opportunities to develop these skills in environments that provide appropriate feedback and navigation options.

Problem Solving Skills

Contemporary research in teaching and learning indicates that the effectiveness of instruction increases as more subject areas are incorporated into the thinking process. We call this multidisciplinary or integrated learning. Problem solving provides interesting insight into a learner's ability to apply both reading and math rules and concepts while reasoning out a challenge. The idea is to help the learner look at various ways to approach a problem or to break down a large project into smaller tasks in order to complete it. You will find opportunities to address problem solving skills through mathematical software as well as language-based and strategy games. Use caution when selecting games, however, as the primary focus of computer games may not be educational.

Extension Activities



Stage Five is an ideal time for the learner to use manipulatives while at the computer. She can make greater academic gains if she learns to apply hands-on tools to the learning process. Consider using a set of flash cards or a personal word list placed upright in front of the learner while she is using reading software. The flash cards can help the learner remember words you have previously introduced while using a program that contains them.

Another manipulative might be a math fact wall chart or a talking calculator, available on the desk or table next to the computer for use while exploring math software. Perhaps a dictionary or journal might be used as a related learning tool. If these tools are not physically accessible for the learner, consider using software to provide the learner with a similar experience. Word walls or alphabet lists along with hand-held electronic spelling aids are other manipulatives. A word wall displays study words so that learners can find them when they need to use them in reading and writing tasks. In a classroom, the words are typically mounted on colored paper and displayed in alphabetical order to facilitate learning groups of words.

When the learner uses a tool successfully, you are able to observe two important things: 1) that she has applied a high-level strategy by understanding the advantage the tool gives her, and 2) that she knew when and how to use the tool.

Create simple manipulative activities to practice academic skills using a game approach. For example, make “Go Fish” cards or bingo games with content from the learner’s academic objectives, such as sight recognition words, math facts, spelling words, or facts in other areas (history, social studies, science, etc.). Make the game pieces large enough to see and manipulate easily (attach grab pegs or Velcro® to them, if necessary). Another way to make a standard curriculum accessible is to use electronic activities found on the wealth of Web sites offering curriculum extension activities. Once an activity is in electronic form, the use of the appropriate device can make it accessible.

If the learner has been using a communication device or symbols, now is the time to introduce a dynamic display device. This type of high-tech device features a computer-based display that changes based on the learner's input. For example, the question "What would you like for lunch today?" might lead to additional choices. Once the learner says she would like a hot dog, which condiments would she enjoy? A learner able to understand the concept of a dynamic language needs a more sophisticated device.

Just as we've established a pattern for developing language and academic skills, the same considerations are needed for selecting communication devices. At Stage Two we introduced a single message light-tech device because it was developmentally appropriate for the language use of the learner at that time. At Stage Three we introduced a multiple target light-tech device because this was the first time that a learner would apply choice-making in the communication process. The use of this light-tech device should continue until the learner is using the more complex language described here for Stage Five. At this time a dynamic high-tech device, such as Mercury or MiniMerc (Assistive Technology, Inc.), is appropriate to consider.

About the Learner



Observable Characteristics

Watch for indications that the learner

- ❖ demonstrates sophisticated control of the access device
- ❖ can articulate frustration with the interaction process, when necessary
- ❖ understands complex spoken sentences
- ❖ recognizes target vocabulary words
- ❖ can spell target words
- ❖ understands the words she reads
- ❖ understands basic number concepts
- ❖ can perform simple mathematical operations
- ❖ develops mathematical vocabulary
- ❖ demonstrates problem-solving skills, such as planning and organization, drawing conclusions, and inferring meaning
- ❖ is able to analyze steps needed to accomplish a task
- ❖ uses manipulatives appropriately

Competency Goals

In this Stage the learner's computer becomes more of a tool. It serves as a vehicle to planning, organizing work, and drawing conclusions. Learners apply their use of language skills to academics in a completely integrated process.

During this phase, the learner develops some of her own strategies to facilitate her most efficient academic performance. For example, the learner might use a tactile method of eye-tracking. She may find that her eye tracks better if she moves her finger under the words as she reads them silently. She might sound out an unfamiliar word aloud as she reads, or she might use a classroom tool such as the word wall to tackle an unfamiliar word.

Sample IEP Objectives

Written objectives for learners at this Stage focus on academics. Whenever a new skill is introduced, behavioral objectives should also be considered.

Given *name of program* (reading software), the learner will

- ❖ independently alphabetize 8 out of 10 words from a word list
- ❖ correctly identify 2 words that rhyme from a set of 5 with 80% accuracy
- ❖ correctly identify the meaning of a word that is displayed by selecting the object that represents it with 80% accuracy
- ❖ correctly answer comprehension questions about what she reads with 80% accuracy

Given *name of program* (math software), the learner will

- ❖ correctly add or subtract two double-digit numbers without regrouping with 80% accuracy
- ❖ correctly add or subtract two double-digit numbers with regrouping with 80% accuracy
- ❖ determine the perimeter of an object whose dimensions are labeled on two out of three attempts
- ❖ determine the fractional proportion of objects represented by a certain attribute or category (for example, 3/4 of a group of animals are dogs) with 80% accuracy
- ❖ determine target data by interpreting a bar chart with 80% accuracy

Given *name of program* (problem-solving software), the learner will

- ❖ unscramble letters to form words with 80% accuracy
- ❖ win or tie at Tic-Tac-Toe in 3 out of 5 attempts
- ❖ use clues to deduce an answer with 80% accuracy
- ❖ use clues to solve simple riddles with 80% accuracy

These objectives are measured by the management system provided by the software or by adult observation.

Stage Five References

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The Newsletter for the Council of Administrators of Special Education, a Division of the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191
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- TAM Connector* (issue referenced: Volume 12, Number 1, Fall 1999)
Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191

An Overview of the Activities

Introduction

Stage Five looks at the learner's basic academic skills: reading, math and problem solving. Academic learning actually begins at Stage Four with a traditional readiness curriculum. After the learner works with readiness skills, she can work toward new academic standards. These standards are set forth by locally mandated school standards and curriculum.

Stage Five picks up where the Stage Four readiness curriculum leaves off by targeting national curriculum standards and using contemporary research anchored by traditional approaches. This local curriculum addresses a broad range of skills needed to succeed in areas of study such as reading, mathematics, science, social studies and geography.

Stage Five learners need full access to all alphanumeric keys using the standard keyboard or their adaptive equipment, as well as full mouse function. Be sure that adaptive device access is effective for any learner who is attempting a Stage Five assessment activity or any Stage Five recommended practice software. Interaction with the content is just as important as the actual content. If the learner is making progress, even if it is slower than expected, let her remain in the standard curriculum areas covered in Stage Five as long as she is challenged and is finding ways to work with the content successfully. If the learner seems too frustrated to make progress, Stage Six offers a detour for any learner who isn't currently making progress with Stage Five activities. Stage Six still offers an academic content, but the skills are more oriented toward community-based skills for independence.

Stages Four through Seven are the “Academic Discovery” Stages.

**Stage Five
focuses on
reading, math
and problem
solving.**

The Stage Five Reading activities are based on contemporary research centered on balanced literary skills, described on page 6. The activities are broken down into four components, each reflecting a recognized skill set known to help address a balanced approach to learning to read. They offer ways to observe a learner's ability to: recognize words up to third grade level, and know the meaning of those words; recognize letter patterns within those words; recognize phonemic sound patterns in rhyming words; and use high-frequency words in a context.

Math activities are based on the Standards developed by the National Council of Teachers of Math (NCTM). The activities examine skills the NCTM considers appropriate for learners up to Grade 4, such as Charts and Graphs, Geometry, and Fractions. The NCTM believes these skill areas are important because they foster mathematical insight and reasoning. Computation is also included because it is addressed in local curricula.

Stage Five problem solving activities provide insight into a learner's ability to apply rules while reasoning out a challenge. Problem solving activities let the learner use her grasp of various subjects and/or rules and apply them to develop a new ability or process, indicating a deeper understanding of how to apply these learnings to make sense of the real world. These activities consist of strategy games that let the learner apply both reading and math concepts.

The Stages philosophy advocates a competency-based observation method to assessment. Knowing exactly what a learner can do gives you the opportunity to design a custom curriculum perfectly tailored for her. Knowing how a learner reasons helps to develop teaching and learning strategies and to find which activities a student needs to practice in order to become more adept at analytical tasks.

Results of reports and observations will help you choose appropriate software for your learners.

For example, a learner sounds out a new word using generalizations for the patterns of letters within words. Math success is based on seeing patterns in the ways that numbers work and applying formulas to solve problems.

The Stages philosophy embraces opportunities for learners to work in a supportive, risk-free environment. In each type of activity, the learner has an opportunity to explore the content at her own pace. Use the Explore activities to build learner comfort prior to administering an assessment and/or to remind the learner about the target skill sets. Then, in the Assess activities, have the learner choose specific answers to reflect academic understanding. See page 17 for more information about the Explore and Assess activities.

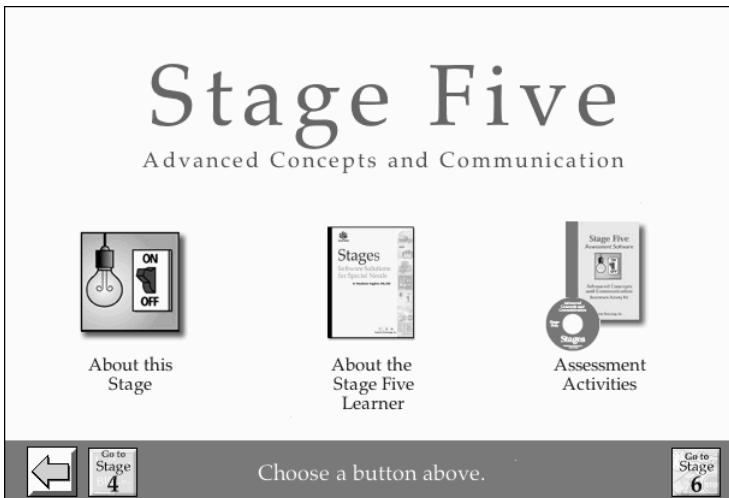
The primary purpose of the assessment activities is to measure progress within each Stage of development, and to assist with software selection. They are not designed for everyday practice.

Use both the formal data indicated on the Reports generated from the Stages assessment activities, as well as the informal data generated through the use of the Observation Form on page 66. Refer to page 61 for a discussion on how to interpret the results of the reports, and page 58 for a discussion on interpreting observation results. Once you have determined the academic areas in which a learner requires further practice, turn to the charts following page 77 to examine the features of the third-party software recommended for day-to-day practice use to develop Stage Five skills. Use the charts to match the focus of the software with the skills that the learner needs to further develop.

Starting Stage Five

Before using the activities with a learner, become familiar with them yourself. Full descriptions of each activity begin on page 20.

The main screen presents information about Stage Five and leads you to the Stage Five activities.



- Click **About this Stage** to learn more about Stage Five.
- Click **About the Stage Five Learner** to learn more about the learner at this stage. This information is covered in more detail in the section of this guide starting on page 8.
- Click on **Assessment Activities** to begin the activities.

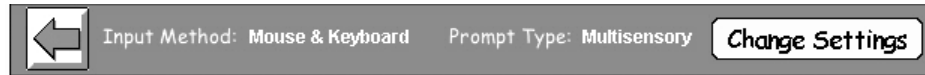
Entering the Learner's Name

When you choose to start the Stage Five assessment activities, you will first be asked to enter the learner's name. This name will be printed on the report that is generated when the activity is completed.

Type the learner's name in the text box in the center of the screen, then click the **Continue** button or press <Return> (Macintosh) or <Enter> (Windows) to go on.

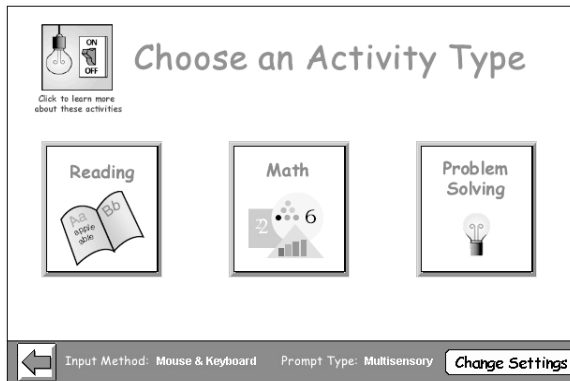
Setting Preferences

There are several preference settings you can change that affect all the activities. Current settings are displayed at the bottom of the menu screens. Refer to page 40 for explanations of these settings and information on changing them.



Choosing an Activity Type

In this screen, you will select a button to choose an activity type: Reading, Math or Problem Solving. A detailed description of these activities begins on page 20.



About Divergent and Convergent Activities

Stage Five activities are organized into Explore and Assess activities. The **Explore** (Divergent) activities provide an orientation to the content of the activities. No data is recorded and there are no reports for these sections. Some of the Explore sections prepare the learner for how to use the main activity for that topic. Then she demonstrates her understanding of that content in the **Assess** (Convergent) activities. A strategy called successive approximation removes distracter objects to help the learner select the correct response in the Assess activities.

The Stages philosophy advocates that it is important to provide both Divergent and Convergent activities, allowing the learner a comfortable exposure to the content before expecting her to demonstrate understanding of it.

Prompts and Feedback

Prompts

In the Assess activities, the prompt serves as the instruction or question. You can set a Prompt preference to present directions and questions in three different ways: you hear the words (Auditory), you see the text (Visual), or you see the text and hear the words (Multisensory). The learner can repeat the prompt by selecting the Repeat button on the screen. Because of the nature of the Explore activities, prompts are always presented in a Multisensory manner in these activities. (See page 40 for information on setting Preferences.)

Feedback

In each Assess activity, the learner has three opportunities to select the target object. When the correct answer is selected at any try, she is rewarded with an animation or text burst. You can set a preference for the type of reward (see page 44).

Feedback for correct responses helps reinforce the skill, and keeps the learner focused on her task. Feedback for incorrect responses takes advantage of an opportunity to teach through content related feedback without punishment. Of course, because this is an assessment, the initial response is counted as incorrect on the report. However, the learner doesn't need to know this and can still benefit from this deliberately designed constructive feedback environment.

After an incorrect response in activities with many answer choices, successive approximation (the systematic removal of incorrect choices) is used to help shape the learner toward the correct response.

If the learner does not select the correct target after the third attempt, the correct answer is highlighted or presented in isolation and identified. ("This picture shows 'fly'.")

Developmental behavior research shows that successive approximation creates an opportunity to teach. It orients the learner toward the correct response by deliberately removing the distracter items from the screen. This visual guidance, along with verbal feedback, slowly and systematically shapes the learner's behavior to affect her cognitive understanding.

Typical assessment environments don't incorporate learner feedback as a critical consideration. However, the Stages philosophy advocates that feedback be informative, even during assessment. This is consistent with supporting the emotional side of learning. By providing information while giving feedback, we are reinforcing the learner's understanding of the concepts. The data on the on-screen report coupled with the notes you record on the Observation Form will provide you with a complete assessment.

Stage Five Activities

These activities will help determine general reading and math ability as well as reasoning and problem solving strategies. The following sections explain the choices you will make for each type of activity. Click the buttons on the screen to make choices.



Use the **Back** button in the lower left corner of the screen to return to the previous selection screen when choosing activities.



Select the **Repeat** button in the upper left corner of the screen to repeat a question or directions during an activity. (Because the text stays on the screen, this button is not needed in Visual prompt mode in some activities.) Having a way to review the directions can give the learner self-confidence. This reflects the Stages philosophy of supporting the emotional side of learning.

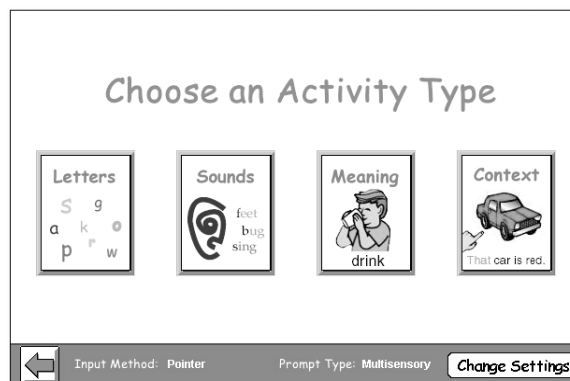
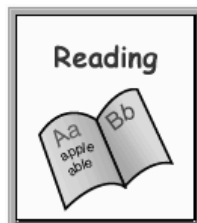


If you wish to leave an activity before the learner completes it, select the **Exit** arrow in the upper right corner of the screen. If the learner is using a switch, press <Esc> to pause scanning in order to click this button. Note that if you leave an activity in this way, you will not be able to include its data in graphs using Stages Report Wizard.

Don't skip out of an activity that you want to graph later in Stages Report Wizard.

At the end of each activity, you can choose a different activity, choose the same type of activity, or go to the report. The report automatically records various aspects of the learner's performance. For complete information about the reports, see page 46.

Reading



The Reading activities are based on contemporary research trends and anchored in classic approaches. Researchers Marilyn Adams and Patricia Cunningham describe several cognitive procedures (the Orthographic, the Phonological, the Meaning and the Context Processors) to explain how learners develop reading skills (see pag 6).

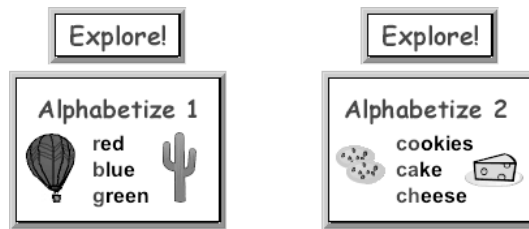
Letters



The **Letters** activities examine the learner's knowledge of how individual letters work within words. They assess how the learner attends to and uses individual letters when she reads words. The Orthographic Processor helps learners recognize the names of letters or how the letters work in patterns to form words. Skilled readers automatically look at letters in a word and see letter patterns.

When administering these activities let the learner use any tools or manipulative objects that she typically might use for practice activities, such as word walls or lists, and hand-held electronic spelling aids or print dictionaries. A word wall displays study words so that learners can find them when they need to use them in reading and writing tasks. In a classroom, the words are typically mounted on colored paper to facilitate learning groups of words. Make notes on the Observation Form as to whether she uses her tools correctly.

The **Explore** activities present the learner with all the objects used in the activities so she can become familiar with their names.

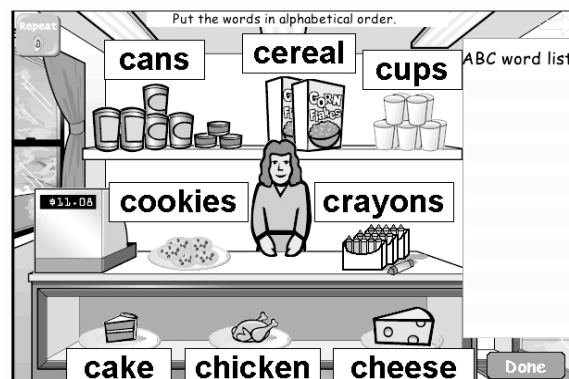


In the **Letters** (Assess) activity the learner is asked to put a set of words in alphabetical order.

In the Alphabetize 1 and 2 activities the learner selects words (or pictures of words) in each scene. The selected word floats into the next available space in the word list at the right. Selecting a word already placed in the list moves it back to its original position in the scene. After selecting all the words, the learner selects the **Done** button. If all words are in the correct order, a reward is played. Otherwise, the incorrectly placed words float back into their original positions and the learner has another opportunity to alphabetize the words. After the third attempt, the activity ends and a report showing the order of the selected words for each attempt is presented.

Set 1 is easier, as there are only five words, each starting with a different letter of the alphabet.

Set 2 is more difficult, as each word in the “C store” begins with the letter C. In some cases the learner must look to the third letter in order to alphabetize properly.



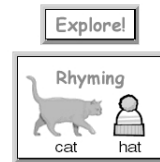
Begin with the **Explore** activities, which present labeled objects in a desert scene and in a store. Then move to the Alphabetize 1 activity. If the learner is successful, try the

Alphabetize 2 activity. Use the suggested phrases starting on page 54 to coach the learner if needed. Suggest that she use an alphabet poster in the classroom to double-check her responses as she goes along. Make notes on the Observation Form if she uses any of these prompts or classroom cues.

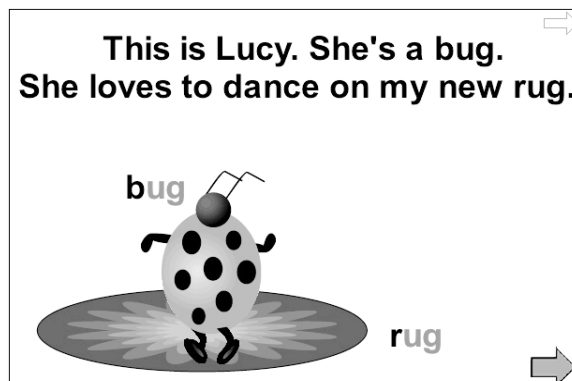
Sounds



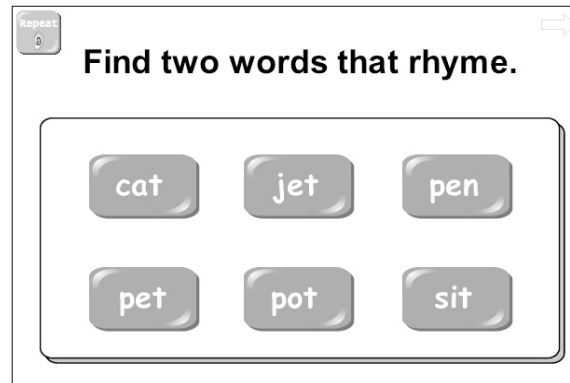
The **Sounds** activities examine the learner's phonemic awareness, which is her awareness of sound patterns within words. Once she can distinguish words that begin alike, she can learn which letters make which sounds. The next step in the reading process is to help her hear rhymes. She learns to use the spelling pattern of a word to make a new word by changing the initial sound. This is the essence and foundation of phonics instruction. The Phonological Processor helps the learner understand the sounds made by the letters, and also how the sounds work in patterns to form words. Fluent readers recognize rhyming patterns in word families and use these patterns as cues to decode unfamiliar words.



The **Explore** activity presents four animated rhymes made of words that begin with different letters, but end with identical spellings. These ending spelling patterns also make the same ending sound. The activity presents both long and short vowel sounds. Then the activity presents two rhymes with pairs of words that begin with different letters, but end with different spelling patterns that make the same ending sound.



The **Rhyming** (Assess) activity presents a word wall of six words, of which two words rhyme. The learner has up to three opportunities to select the two rhyming words. When two rhyming words are selected, the learner sees the animated rhyme that uses those words. The last two word pairs represent a more sophisticated skill because the learner must be able to hear the sound and recognize more than one way to spell the sound of words that rhyme.



The following word pairs are used:

Short vowel pair with similar spellings:

pet/jet bug/rug

Long vowel pairs with similar spellings:

bake/cake goat/boat

Long vowel pairs with different spellings:

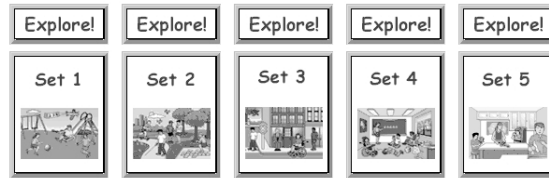
eat/feet kite/night

Meaning



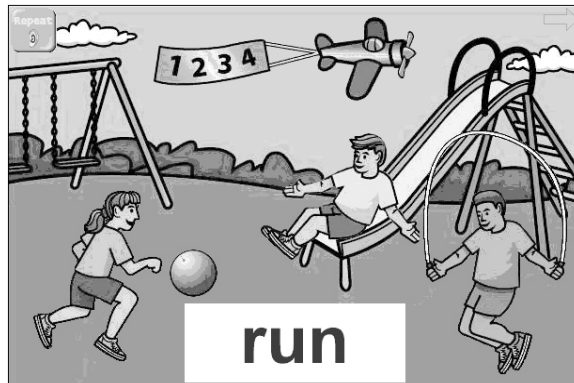
The **Meaning** activities examine the learner's ability to recognize and understand the meaning of words up to a third grade level. She can demonstrate that she understands these words by selecting pictures that depict their meaning. When reading, input to the brain first comes when the learner looks at the letters in a word. As the visual image of the way the letters work within the word takes shape, the brain immediately begins searching through the patterns of letters in order to determine a meaning for the word being read. This procedure in the brain is called the Meaning Processor. It reflects a learner's ability to first recognize a word and then understand the concept that a word represents.

The focus on instruction should be on vocabulary development and awareness of the concept of words in print. The Dolch Basic Sight Vocabulary Word List organizes 220 words found in up to 75% of all words used in books, newspapers and magazines. This list begins on a PrePrimer recognition level and ends on a third grade level. Reading specialists believe that these words must be recognized and understood at a glance before a learner can read with confidence. A fluent reader recognizes these words and understands their meaning immediately and automatically without using context cues.



The **Explore** activity presents all the words and matching pictures to the learner.

In Set 1 through 5 of the **Meaning** (Assess) activities, the learner is asked to identify a picture that shows the meaning of a word presented on the screen.



First, the adult can select the amount of time that the target word is displayed on the screen before it is hidden: 1, 2, 3, 5 or 10 seconds, or never hide the word. You can press the letter S on the keyboard at any time during the activity to return to this screen to change the setting.

In the activity, the learner sees a scene and is asked to “Find the picture that shows...” The target word then appears on the screen, but is not read aloud for the learner. The learner

can select the **Repeat** button (available in this activity no matter what prompt type has been selected) to see the word again. To succeed at these activities, the learner must recognize the word, and then choose the picture that best shows its meaning.

The words for this activity are selected from the Dolch vocabulary lists at each of five levels:

Set 1	Pre-primer	jump, red, run, slide, three
Set 2	Primer	brown, four, eat, under, ride
Set 3	Grade One	fly, round, stop, walk, old
Set 4	Grade Two	read, sing, sleep, write, wash
Set 5	Grade Three	clean, drink, fall, laugh, cut

Present each activity in order, making sure you take breaks as the learner indicates a need to do so. When a learner is not able to recognize a word set and find the proper meaning, stop. Only move to a higher level word list if the learner is at least 80% successful at a lower level.

Context



Fluent readers use context cues to determine if what they are reading makes sense. Context is sometimes important for determining the meaning of unfamiliar words within a passage. The Context Processor helps a learner construct a coherent and ongoing interpretation of the text. After a learner identifies a word using letter-by-letter, or orthographic, information, she uses contextual information to understand the meaning of the word.

Researchers have found that 10 words account for almost 25% of all words we read and write. These high-frequency words are difficult to teach because they are best understood within the context of other words. A reader determines their meaning by observing the context of what she is reading. Reading specialists believe learners should know how to read and spell these high-frequency words as soon as possible.

The **Context** activities focus on the high-frequency words : *is, a, the, you, to, and, in, of, that, it*. In the **Explore** activity, the learner sees and hears a story about Tom, who invites Pat to a pizza party at his house. Each sentence in the story contains one of the ten high-frequency words used in this activity.

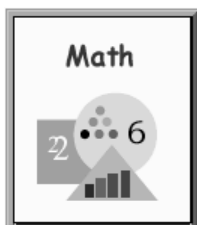
As the story is read aloud, the corresponding text appears simultaneously on the screen. High-frequency words appear on the screen in red, while the rest of the words in the story appear in black.

In the **Context** (Assess) activity, the learner uses cues that come from her methodical look at the context in which the word is used. The computer will not read the sentence to her unless she chooses the **Repeat** button. She selects one of five high-frequency words presented to fill in blank spots within the sentences. This process is called the cloze procedure. When the learner selects the correct word, it floats into the blank in the sentence, and the entire sentence is read aloud. The learner has three chances to select the correct word. At each incorrect response, one or two distracter words are removed.

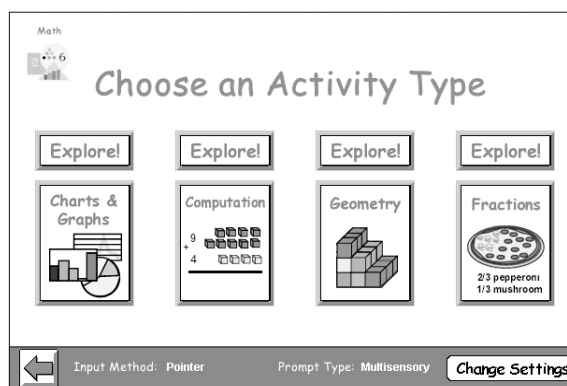


Move between the Explore activity and the Assess activity until all 10 words are known with at least 80% accuracy.

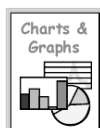
Math



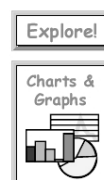
Math skill areas examined are based on national standards and anchored by traditional activities. The guidelines of the National Council of Teachers of Math (NCTM) recommend that a learner should not be a passive receiver of rules and procedures, but should experience math firsthand so that it makes sense to her. These Math activities coordinate this concept with the Stages philosophy.



Charts and Graphs

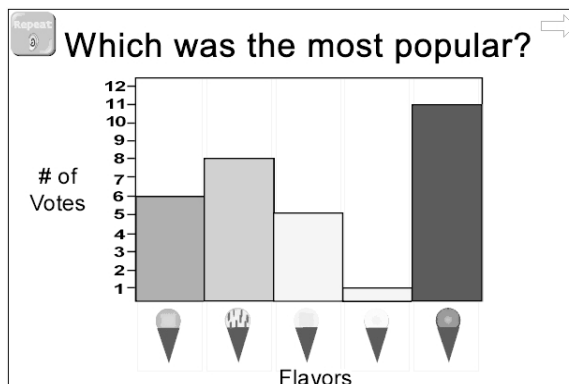


In this activity, the learner shows her ability to interpret charts and graphs. It presents the learner with a series of bar graphs, pie charts and line graphs. Her task is to answer questions that require her to interpret the data on the charts or graphs.



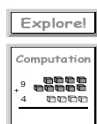
The **Explore** activity introduces the concept of charts and graphs to the learner.

The **Charts & Graphs** (Assess) activity presents six multiple-choice questions, two each about bar graphs, pie charts, and line graphs.

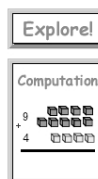


While this activity does not measure every target skill needed to successfully work with charts and graphs, it does give an indication as to where understanding may be breaking down. Using the Stages activities as a pretest, work with practice software until the concepts seem mastered. Then administer the Stages assessment activities again to analyze any newly acquired skills.

Computation

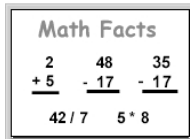


While the NCTM Standards recommend less emphasis on traditional computation skills, most educators and locally mandated math curricula still consider computation to be a desired skill.



In the **Computation** activities, the learner shows her ability to perform basic math operations, both in isolation (**Math Facts**) and in the context of a story (**Word Problems**).

The **Explore** activity presents several math word problems and shows how to solve them using mathematical expressions. When administering these activities, let the learner use any tools or manipulative objects that she typically might use for practice activities (number lines, math fact tables or charts and calculators). Use the Observation Form to note whether she uses her tool(s) correctly.

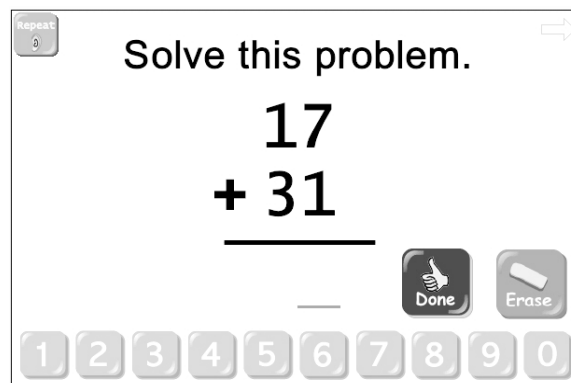


Math Facts

Within **Math Facts**, you can choose Addition/Subtraction or Multiplication/Division. The activity asks the learner to perform the basic operations of addition and subtraction with and without regrouping, and multiplication and division without remainders.

In each section, three math problems using each operation are presented. Numbers are entered in a natural way, as indicated by a red horizontal line on the screen that shows where the number will go. Single digit answers (2+5) and products of single-digit numbers (8x5) are entered from left to right. For two-digit addition and subtraction, which might involve carrying or borrowing, numbers are entered starting with the ones column at the right, as that is how a learner would approach this type of problem.

The learner can select a number button or type a key to enter a number. Choose the **Erase** button to clear the answer (or press the <Backspace> or <Delete> key on the keyboard). When finished entering an answer, the learner selects the **Done** button or presses the <Return> or <Enter> key. Pressing the <R> key repeats the problem. If the answer is correct, a reward is played.



Each of the three problems presented for each operation increases in difficulty. These problems represent a fixed set of skills (see below). The problems are not generated randomly and will not change.

Addition:

- two single-digit numbers, with sum less than 10
- two double-digit numbers with no carrying
- two double-digit numbers with carrying

Subtraction:

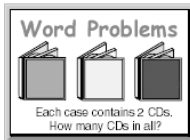
- two single-digit numbers
- two double-digit numbers with no borrowing
- two double-digit numbers with borrowing

Multiplication:

- two single-digit numbers with a product less than 10
- two problems of two single-digit numbers, with a product greater than 10

Division:

- a single-digit number divided evenly by another single-digit number
- a double-digit number divided evenly by a single-digit number
- a double-digit number divided evenly by another double-digit number



Word Problems

Next the learner demonstrates her ability to compute by responding to a series of simple word problems. To succeed, the learner must first determine the correct operation to use, and then make a simple calculation.

Within the **Word Problems** activity you can choose Addition/Subtraction or Multiplication/Division. Each of these activities has two word problems for each operation. The first word problem is accompanied by an illustration that may help the learner arrive at the correct answer.

In the second question for each operation, the illustration does not provide helpful information. (The following screen is an example of this type of illustration.)

Repeat: 0

Julius plays 2 sports.
Each sport practices 3 times a week.
How many practices does he have each week?

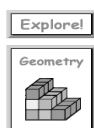
August						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

12345678910

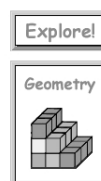
The learner can select a number button or type a key to enter a number (pressing <0> for the 10 button). Keyboard users can press the <R> key to hear the question repeated.

The eventual goal is that the learner correctly calculates the correct response for each word problem, even if the related graphics are not helpful in isolating the variables to consider.

Geometry



In the **Geometry** activity, the learner shows her understanding of perimeter, area and volume. The Explore activity presents her with a series of graphics that depict the perimeter, area and volume of various objects or shapes. The learner then shows her ability to interpret the data by answering questions that call for her to apply a formula to calculate the answer.

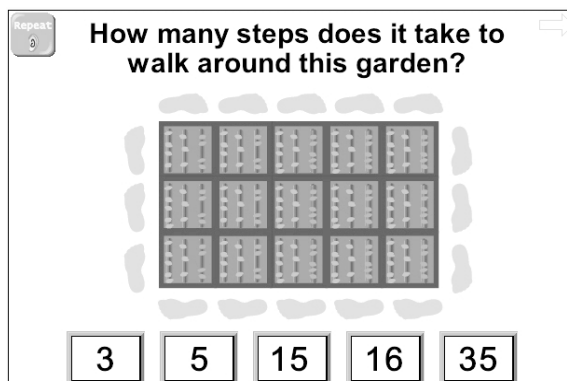


The **Explore** activity presents the concepts of perimeter, area and volume.

The **Geometry** (Assess) activity presents six questions: two each about perimeter, area and volume. The learner has up to three chances to select the correct answer from the choices given. She can use the labels on the screen to help make the calculations.

In this activity, a learner can sometimes use a formula correctly but apply it to the wrong problem. For example, she may calculate the answer for perimeter in an area problem.

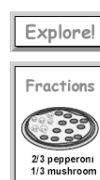
This answer may appear as one of the distracters. You can note whether a learner is confused by this in the Observation Form. The eventual goal is for the learner to be able to calculate all of these questions correctly.



Fractions



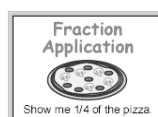
In the **Fractions** activity, the learner shows her understanding of fractional parts to a whole.



The **Explore** activity presents the concept of fractions.

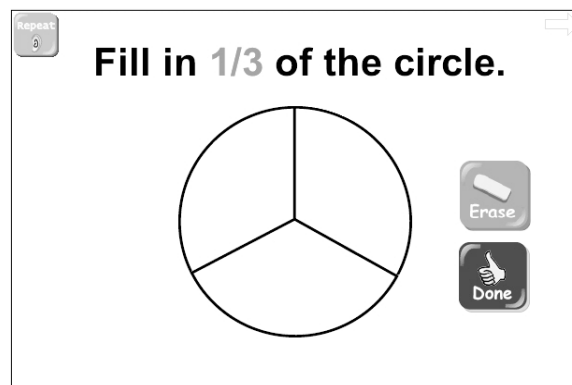


In the **Fraction ID** activity, the learner selects the fraction that illustrates the ratio of selected pictures on the screen in relation to the total number of objects on the screen. This assesses her ability to identify how fractions are formed and how numbers represent the fractional value. While the learner works on this activity, she is using skills that touch on counting, classification, division, geometry, and algebra. For example, she counts objects to determine what portion of a set of objects is represented by a certain category (for example, $3/4$ of these animals are dogs).

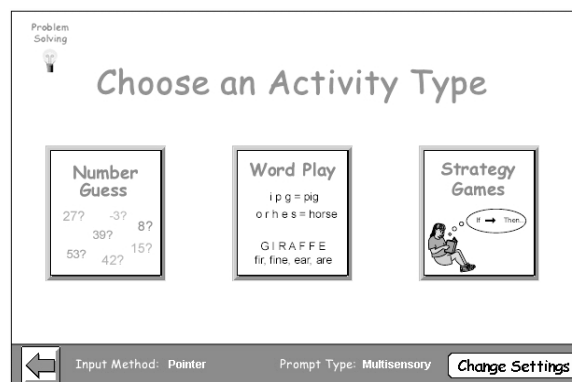
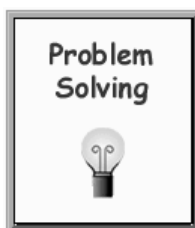


In the **Fraction Application** activity the learner fills in (or removes, in the case of pizza slices) the specified part of the whole. She selects part of the picture, or in the case of the cup, the whole picture, to mark a section. She can start over by selecting the **Erase** button or indicate she has finished by

selecting the Done button. It does not matter which sections she selects, as long as the result matches the target fraction.



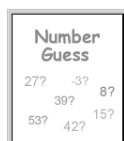
Problem Solving



Contemporary research indicates that integration of various subject areas or courses of study makes for more effective instruction. Students who can integrate and apply academic understanding in the real world to solve problems are more effective at academic endeavors and as lifelong learners. Research indicates that the more integrated the curriculum, the more the learner will remember and the better she will understand. There is a real effort toward integrating language arts and the ability to read with understanding mathematics.

These problem solving activities provide insight into a learner's reasoning abilities. They examine the learner's ability to use logic to perform simple games of strategy.

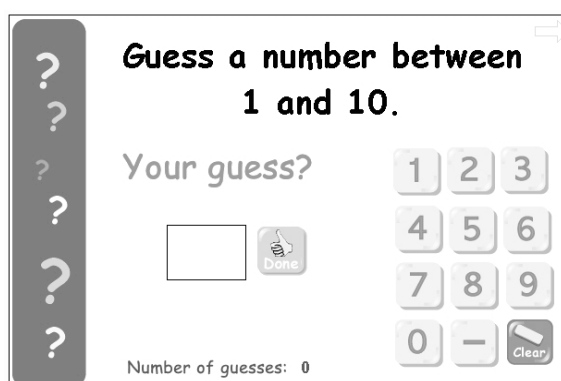
Number Guess



The **Number Guess** activity is a greater than/less than reasoning game based on number values and patterns. The learner is asked to find the number that the computer is thinking of. Before the activity starts, you can choose a number range that is appropriate for your learner:

Easy:	1 to 10
Medium:	1 to 100
Hard:	1 to 1000
Expert:	-1000 to 1000
Custom:	enter a range of your own choosing

Including negative numbers creates a much more challenging game that may be suitable for some advanced learners.



The learner selects number buttons or types number keys, then selects the **Done** button (or presses <Enter> or <Return>) to guess a number. She is then guided toward the next guess by a response that her guess was too high or too low. Using the clues, she can eventually narrow the range and guess the correct number. She can select the **Clear** button (or press <Backspace> or <Delete>) to change her guess before selecting the **Done** button.

Observe the method that the learner uses to obtain the correct answer. One method might be strictly random guesses. Unless the learner is very lucky, it could take many guesses to find the right number. Another strategy might be to guess numbers sequentially in ascending or descending order, depending on the response to the first guess. A more logical method would be to use a binary search strategy.

Using this systematic approach, the learner would identify the number that is halfway between the smallest and largest possible numbers. The response from the computer would then eliminate half the possible answers at once. Then the learner would identify the number that is halfway between the numbers in the newly defined range and eliminate more numbers. We can compute the number of guesses in which the learner should be able to guess the correct number using a binary search. For example, if the number range is 1 to 100, consider the following pattern of guesses:

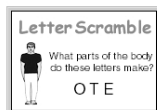
Range of numbers = 1 to 100

Guess 1:	50	Response:	That number is too high.
Guess 2:	25	Response:	That number is too low.
Guess 3:	37	Response:	That number is too high.
Guess 4:	31	Response:	That number is too high.
Guess 5:	28	Response:	That number is too low.
Guess 6:	30	Response:	That number is too high.
Guess 7:	29	Response:	That is the right number!

To compute the minimum number of logical guesses, determine how many numbers are in the range (in this example, 100). Count how many times this number can be divided by 2 (in this example, 7). Round up uneven results. In this example, depending on the number, the learner might guess it in fewer than 7 guesses, but should always be able to guess a number in that range in 7 guesses using a binary search strategy. This minimum number of logical guesses is included in the report for this activity.

It is important not to suggest any particular approach to a learner, but to see what type of approach the learner uses and whether that approach changes and improves after playing more games.

Word Play

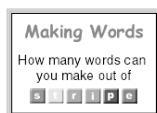


There are two types of **Word Play** activities: unscrambling words and finding words within a word.

The **Letter Scramble** activity assesses a learner's ability to unscramble letters to form words. It uses body parts as a theme for context cues. In this activity, the learner is presented with letter tiles that can be rearranged to make words. The learner can select a tile or press a key on the keyboard to choose a letter. The words increase in length from 3 to 6 letters.

TOE HAIR MOUTH FINGER

Each set of letters can only be unscrambled one way to form the name of a body part. The eventual goal is for the learner to be able to unscramble all of these words independently and correctly.



The **Making Words** activity examines the learner's ability to form words from a fixed set of letters. Tiles that make the word STRIPE are presented. The job for the learner is to create as many words as she can using these letters. There are slots for 10 words. Selecting (or typing) a letter enters it into the next available word slot. Selecting the Delete Letter button deletes the last letter in the typed word. When the word is complete, the learner can move the cursor to the next slot by pressing <Tab>, <Return> or <Enter>, or selecting the Next Word button. Keyboard users can press "D" to delete a letter, "N" to enter the next word and "A" to signal "All Done".

**Can you make ten words out of
S T R I P E?**

s

t

r

i

p

e

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Delete Letter

Next Word

All Done

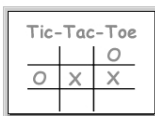
If the letters entered spell a word that is in the dictionary, the word stays in the slot. Otherwise, the learner is told that the computer doesn't recognize the word, or that it has already been entered. The word is then erased, and the learner has an opportunity to try a different set of letters. After all 10 slots are filled, or if the learner selects the All Done button, a report showing the learner's word list is displayed.

The computer uses a predefined list of 57 common words that are made up of these letters. They are as follows:

esprit	I	ire	ires	is	it	its	per
pert	pest	pet	pets	pi	pie	pier	piers
pies	pit	pits	pries	priest	rest	rip	ripe
ripest	rips	rise	rite	rites	set	sip	sir
sire	sit	site	spire	spit	spite	sprit	sprite
step	stir	strep	strip	tie	tier	tiers	ties
tip	tips	tire	tires	tis	tries	trip	tripe
trips							

If the learner wants to make more words than the 10 spots provided for in this activity, you can print out the words already made (select Print from the File menu) and let the learner play again to see how many more different words can be made beyond those first submitted. You will have to check for duplicate words between the first and second list of words the learner makes. The eventual goal is for the learner to make a minimum of 10 correctly spelled words from the set of letters provided.

Strategy Games



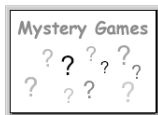
There are two types of **Strategy** activities: Tic-Tac-Toe and Mystery Games.

The **Tic-Tac-Toe** activity asks the learner to apply the rules of this classic game with multiple levels of difficulty. In this version, the learner plays against another person or against the computer. The computer version offers two options. In Level 1, the computer picks random squares to place its O mark, and the learner (X) tries to block a win (defensive) and also to win (offensive). In Level 2, the computer plays a little smarter by attempting to block a win by the learner (X). It picks randomly when it doesn't need to block a win.

To begin each game, the learner selects a square, which is marked with an X. The other person or the computer then picks a different square, which is marked with an O. The winner is the one who can get three Xs or Os in a row—horizontally, vertically, or diagonally.

The eventual goal is that the learner can play against another player and win by applying the rules of logic needed to isolate and predict the other's strategy and outguess him or her (or the computer).

The report will show how many times X or O won and how many tie games were played.



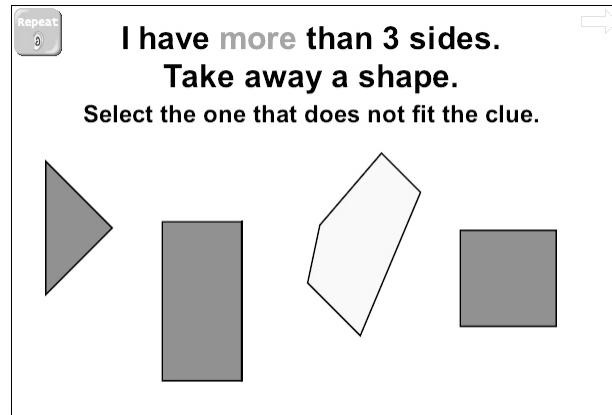
There are two types of **Mystery Games**: Shapes Mystery and People Mystery, along with a practice activity.

In the Mystery Games activities the learner solves a problem by applying clues specific to a certain set of attributes. These activities will present a challenge for most learners. Each activity presents a set of objects, only one of which is the mystery object. In the process of guessing the identity of the mystery object, the learner will eliminate the other objects, one by one, based on clues. Be sure to have the learner go through the practice activity to be sure she understands the concept of the Mystery Games.

As the learner plays these games, she will follow a fairly complex process: read the clue carefully, compare the attributes of each of several objects to the clue, and finally select the object that does not fit the clue. This is an example of negation, the logical operation of determining the opposite of a statement.

In the **Shapes Mystery** the learner uses clues to select objects that can't be the Mystery Shape. Selecting a shape dims its image. As the learner progresses through the activity removing objects, she is eventually left with only one object.

When one object remains on the screen, the computer will indicate whether the learner has correctly identified the Mystery Shape. If she has followed the correct sequence of selections, she is presented with a reward and the message,



“Good detective work!” If she arrives at the correct answer through an incorrect sequence of responses, she is told she selected the correct answer, but is not given a reward.

If she is incorrect, she begins the process again. At the third incorrect response, the computer reveals the Mystery Shape that should have been the correct response.

The **People Mystery** game uses the same format, but is more challenging. It asks the learner to identify one person out of a group of six.



Setting and Changing Preferences

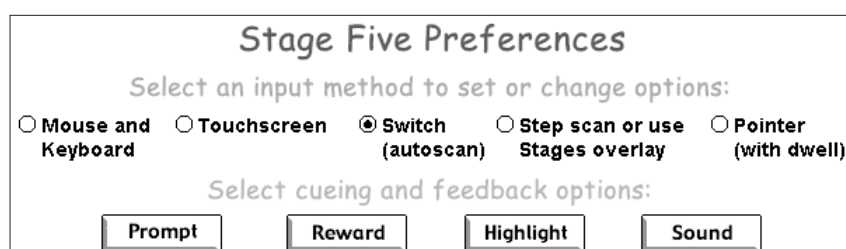
There are several preference settings you can change that affect all the activities. These preferences are also printed on the reports to serve as a record of the settings used during the session.

The current preference settings are displayed at the bottom of the screen. When you change settings, the information in this display is updated. The settings most recently saved are in effect when you start Stage Five.



Change Settings

To modify preferences, click the Change Settings button. The Preferences options are shown below.

A rectangular dialog box titled 'Stage Five Preferences'. Below the title is the instruction 'Select an input method to set or change options:'. There are five radio buttons with labels: 'Mouse and Keyboard', 'Touchscreen', 'Switch (autoscan)', 'Step scan or use Stages overlay', and 'Pointer (with dwell)'. The 'Switch (autoscan)' option is selected. Below this is the instruction 'Select cueing and feedback options:'. There are four buttons: 'Prompt', 'Reward', 'Highlight', and 'Sound'.

The following descriptions will help you choose settings. To make or change a setting, click the radio button for the item.

Input Method

To choose or change settings, click the radio button for the input method the learner will be using. Options for the input method will appear in the lower half of the screen.

☒ **Mouse and Keyboard**

Mouse and Keyboard is the initial setting. Choose this setting if you are primarily using a mouse. Move the cursor to the object, then click the mouse button. The action occurs when you press down on the button.

You can also choose this setting if you are using a keyboard (or an IntelliKeys keyboard with a keyboard overlay) for activities that allow keyboard entry: Math Facts, Word Problems, Number Guess or Word Play. In these activities, you can type answers using a keyboard, regardless of the input method that you have selected. When using a key-

board in these activities, press <Return> or <Enter> for the Done button, and <Delete> or <Backspace> for the Erase button. To use all other activities with a keyboard, select the Step Scan setting (see page 42).

You can also choose this setting if you are using a head pointing system with a click option.

☒ **Touchscreen**

Choose **Touchscreen** if you are using a built-in touchscreen or a touchscreen device that you attach to the monitor. You can choose whether to have the action occur when the learner presses down on an object (Touch Down) or when the touch is released (Touch Up, the standard setting).

☒ **Auto Scan**

Choose **Auto Scan** to use a switch that is set to emulate a mouse click.

Setting the scan rate

At the bottom of the screen, you can change the scan rate, the length of time that each object highlights. Choose from:

- ☐ **Slow (3 seconds)**
- ☒ **Medium (2 seconds)**
- ☐ **Fast (1 second)**

You can also enter a different number of seconds (from .5 to 10) in the text box on the right side of the screen.

Using scanning

Press the switch to start scanning in the activities. Each object on the screen will highlight, one by one. Press the switch again to select the object that is highlighted. You can pause scanning by pressing the <Esc> key or by waiting for three cycles through all objects to be completed. When scanning is paused, you can use the mouse to exit the activity. Press the switch or click the mouse button to resume scanning.

Using a Discover:Switch

If you are using a Discover: Switch™ (Madentec, Inc.), the first time you use the Stage Five activities, you will be prompted to select a setup. This prompt occurs two times: once for the application that launches Stages and once for the actual Stages application. For both, choose the setup named “*Click Only Single Switch” (Macintosh) or “Click

Only Single Switch.sus” (Windows). You will hear a beep when the Discover:Switch activates. For best results, choose a slow scan rate.

Using the Crick USB Switch Interface

Please refer to the Q&A section of this binder for information on using this switch interface box.

Autoscanning using a switch with IntelliKeys

Choose the Auto Scan input method if you want to autoscan using a switch connected to IntelliKeys, or press IntelliKeys as if it were a switch.

Click the check box shown below to ensure that this information is included in the report.

☒ The switch is connected to IntelliKeys or the learner is using IntelliKeys as a switch.

The Stages Autoscan overlay, which sends a mouse-click, will automatically load. With Windows, you must turn on Num Lock and check the “Use MouseKeys” option in the Accessibility Options Control Panel.

● **Step Scan**

Choose **Step Scan** if you are using a regular or alternative keyboard or two switches to step scan. Specify which input device you are using so that it will be reported correctly.

- ☐ **IntelliKeys keyboard**
- ☒ **Standard keyboard**
- ☐ **2 switches**

The Stage Five software automatically loads the Stages Stepscan overlay if it detects that IntelliKeys is attached. Follow the directions on the Stages CD to print a copy of the overlay. (Refer to Stage 5 Read Me file in the Read Me folder in the Overlays folder on the Stages CD.)



To select answers in multiple-choice activities, use the IntelliKeys overlay as described below, or press the corresponding keystrokes.

- Press the right arrow on the overlay, <Tab> or switch 1 to step forward from object to object.
- Press the left arrow on the overlay or <Backspace> or <Delete> to step backward from object to object.
- Press the target in the middle of the overlay, or <Return> or <Enter>, or switch 2 to select the highlighted object.

☒ **Pointer**
(with dwell)

Choose **Pointer (with dwell)** if you are using a head pointing system or other pointing device (such as a joystick or trackball) that does not provide a means of clicking. Instead, aim the pointer at a highlighted object for a period of time to select it.

When the pointer highlights an object, a dwell period begins. An animated “counting fingers” cursor shows the dwell elapsing. When the dwell period is over, the highlighted object is selected. To select a highlighted object again, move the pointer away from it, then back to it.

Setting the dwell time

At the bottom of the screen, you can change the dwell time, the length of the dwell time before a highlighted object is selected. Choose from:

- ☐ Long dwell (3 seconds)
- ☒ Medium dwell (2 seconds)
- ☐ Short dwell (1 second)

You can also enter a different number of seconds (from .5 to 10) in the text box on the right side of the screen.

To cancel a dwell in progress, move the pointer to the background or to another target.

Cueing and Feedback Options

Click the buttons for the cueing and feedback settings you want to adjust. Options for these settings will appear in the lower half of the screen.

Prompt

The Prompt setting affects how questions and instructions are presented to the learner. You can adjust the type of prompt that gives instructions to the learner in the Assess activities. Choose from three types of settings:

☒ **Multisensory** ☐ **Visual** ☐ **Auditory**

The Multisensory setting combines visual and auditory instructions. Rewards and feedback for correct and incorrect responses are always Multisensory. Also, because of the nature of the Explore activities, those prompts are always presented in a Multisensory manner.

A Visual setting displays words and text. Directions and questions are not spoken with a Visual setting.

An Auditory setting presents speech to the learner. There are no questions displayed with an Auditory setting.

Being able to separate the visual from the auditory components allows you to determine, for example, whether your learner can read the text or is relying on the auditory speech readback.

Reward

The reward occurs after correct answers in Assess activities. You can choose child-oriented animated rewards with music and speech (the initial setting) or teen/adult-oriented rewards with speech. The reward for each correct response is picked at random by the software from a set of four or five possible rewards of the specified type.



☒ **Child**



☐ **Teen/Adult**

Highlight

You can choose the color and thickness of the highlight border. Select a border size of 1, 4, or 7 pixels (screen dots), no border (0 pixels), or enter a custom size from 1 to 14 pixels. The initial setting is 4 pixels.

Select a color: red, white, magenta, yellow, black, cyan, green, or blue. The Sample Border box will show the effects of changing the size or the color. The initial setting is red.

Sound

You can choose whether you want to hear a sound when objects are highlighted when scanning or moving the mouse pointer to an object. The initial setting is No Sound.

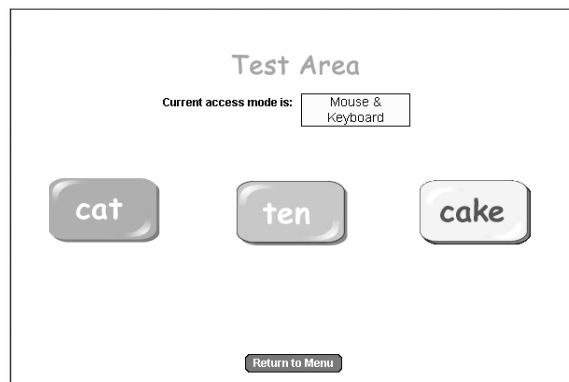
☐ Sound

☒ No Sound

Move the mouse over the note graphic to hear the highlight sound.

Test Area (Try out preference settings.)

Click the Test Area button to try all the preference settings you have chosen, except prompt type.



Exit to Activities

When you are done setting preferences, click the Exit to Activities button to return to your last screen.

Viewing and Using the Reports

The reports help you watch for improvement over time.

At the end of each activity, you can see a report of the learner's session. You can look for a learner's improvement over time by administering the activities again and reviewing the resulting reports.

The report is automatically generated using information about the settings used and data gathered about the learner's performance. At the top of the report is information based on the general settings. The bottom portion of the report displays specific data that was gathered during the session.

Learner's Name: This is the name that you entered when you started the activities. You can edit the name on this report now by clicking in the name text box and changing the name.

Input Method: This is the access method that you selected in the Preference Settings screen. If you did not change this setting, the default value of Mouse is displayed. If the input method is Auto Scan or Pointer, the scan rate or dwell time is also displayed.

Prompt Type: This is the type of prompt that you selected in the Preference Settings screen. If you did not change this setting, the default value of Multisensory is displayed.

Date and Time: The date and time that the report was generated is displayed at the bottom of the screen. If this information is not correct, check the setting of your computer's clock.

Tries: How many attempts did the learner make to find the target object? If the learner is correct on the first try, the number in the Tries column will show you that only 1 attempt was made. A low number of tries indicates successful identification of the answer. If a 2 appears under Tries, the learner was correct on the second try. A 3 indicates that the learner was not able to find the correct answer; rather, the computer presented the information to the learner.

Correct? Did learner respond correctly to the question? ("Yes" or "No")

Time on Activity: How long did the learner spend on the activity? The timer starts when the first screen for the activity opens and ends when the last screen of the activity closes. The duration is displayed in minutes and seconds. Example: 1:06 = 1 minute and 6 seconds.

Finish? Did the learner complete the activity? If the learner responded to all questions and finished the activity, the word “Yes” appears in this column. If the adult used the Exit arrow at the upper right of the screen to cancel the activity, the word “No” is displayed.

Printing the Report



Click the Print button or choose Print from the File menu to print the report screen. This report looks different compared to a printout of the disk file, which is only text; however, the information is the same. You can also use the keyboard command for your computer:

Macintosh: ⌘P Windows: Ctrl-P

Saving the Report



To save the report, click the Save button, or use the keyboard command for your computer:

Macintosh: ⌘S Windows: Ctrl-S

A dialog box appears with a file name that describes the content of the report. You can change the name of the report if you prefer. On a Windows computer, it is important to keep the “.txt” extension at the end of the file name so that it will be recognized as a WordPad document. If a file with the same name already exists in the folder, you can choose a different file name.

**STAGES REPORT
WIZARD
automatically
graphs the data
saved in your
reports.**

The first time during each session that you save a report, a default file location is used. On a Windows computer, this location is the “C:\My Documents” folder. (If this folder does not exist, the Desktop is used instead.) On the Macintosh, the default location is usually the main folder of the hard drive. (If the location is the CD and not the hard drive, refer to the Q&A section in this binder for instructions on changing this.)

You can browse to select a different folder for your reports and even create a new folder. Future reports that you save

during the same session will use the save location you select. If you are using Stages Report Wizard, save all the learner's reports to his or her folder in the My Stages Reports folder.

For information on importing the saved report files into other applications, refer to the Q&A section of this binder.

Finishing the Report



After viewing and printing the report, click the Done button at the bottom of the screen. You can then:

- change to a different learner;
- change to a different activity or change settings;
- return to the report to print or save;
- quit the program.

Note that leaving the report will erase all current data.

Stage Five Menus (and exiting Stage Five)

Stage Five offers several menu options. Select an item from the menu or use its keystroke equivalent, listed below.

Open Onscreen Keyboard: This menu item appears only when Stage Five is run on a Mercury or MiniMerc computer (from Assistive Technology, Inc.). Choose this option when you need to type and an external keyboard is not available.

Start Over: Return to the opening screen. You will lose any data that has been collected for the learner.

Save: Save the current report information to a file (see page 47). This option is available only in the report.

Macintosh: ⌘S Windows: Ctrl-S

Print: Print the current screen.

Macintosh: ⌘P Windows: Ctrl-P

Choose a New Stage: (All-in-One Stages CD only)

Return to the main Stages menu. (You can also select the Exit Stage Five button at the end of the report.)

Macintosh: ⌘N Windows: Ctrl-N

Quit: (Stage Five CD only)

Exit Stage Five. (You can also select the Exit Stage Five button at the end of the report.)

Macintosh: ⌘Q Windows: Ctrl-Q

Presenting the Activities

Now that you have explored the activities on your own, you are ready to use them with a learner. It is important to use the assessment activities as intended and also to set up an appropriate environment for the learner. This section will help you and your learner get the most out of the assessment activities.

When and How to Use the Assessment Activities

The Stages book discusses the academic journey for learners with cognitive and language delay. Evident throughout this section is the assumption that the learner can achieve. Expectations are high that a learner will make steady progress even though she may not be at the typically projected age for students following a local school curriculum. A Stages learner can be a lifelong learner and make steady progress, even though she takes longer to work with a target skill.

Stage Five learners should also be working on Stage Seven writing skills.

Making choices is an important part of the interactive process of Stage Five activities. When a Stage Five learner consistently makes correct choices in a target skill set, she shows comfort with a two-step thinking and reasoning process. First the learner must determine the desired content of her response. Next she must identify this content among the choices that are offered during the activity. When she is comfortable with this procedure, she shows maturity in an interaction process that parallels more sophisticated language use. A learner who can make multistep decisions can apply an expanding vocabulary to known communication patterns. If she is an augmentative communication user, she is also demonstrating a higher level use of her device or language generating software.

A Stage Five learner often interjects humor in the learning process. For example, because she is becoming more sophisticated in her vocabulary development, she may enjoy and use puns and riddles in her conversations and other interactions. A Stage Five learner will sometimes make academic errors on

**Use both
computer-based
reports and
observation
forms in your
assessments.**

purpose, just for fun. Experimenting with academic content and relationships with adults and peers in the learning environment is to be expected. Positive peer interactions and approval from important adults in the learning process are motivators toward success.

At the same time, learning differences can sometimes become emotional obstacles to consider. A learner who needs to use an adaptive device, for example, will sometimes reject the device if it is different from what another learner uses in the interaction process. Take care to focus praise on content accomplishments, and make the process for interaction seamless so that the focus of each activity is the content.

A Stage Five learner continues to work in a mandated local curriculum using adapted access to standard materials and modified methods of reporting her learning. She can make greater academic gains if she learns to apply manipulative tools to the learning process. For example, a talking calculator, a hand-held electronic spelling aid and/or a word wall can benefit the learner in an academic environment.

Can the learner apply any needed rules of operation, such as mathematical formulas, in calculating the answer for a problem? This higher level thinking is what we hope to see in achieving Stage Five learners. If she uses a tool successfully, she has applied a high level strategy by first understanding the advantage the tool gives her, and then knowing when and how to use it.

Use the accompanying Observation Form, along with performance reports printed from within each activity, to form a foundation for generating an informal competency-based assessment report. As the learner uses the activities, work with a second observer to make observations on the forms that have been developed to address this Stage. Use the on-screen reports as well as written notes you make on the Observation Form provided on page 66. Add your own category of observation on the form under “Additional Observations.”

**Create a
portfolio for
the learner.**

Use these results to identify target skills toward which the learner will work to achieve. Then put the Stages activities away while the learner works in a practice environment of appropriate software from many manufacturers, which are recommended for that Stage.

After the learner has worked and practiced the target set of skills, return to the Stage Five assessment activities. Administer the activity again and compare your results. Is the learner making progress? Is it more appropriate for the learner to work in a different Stage?

Work alternately with Stage Five assessment activities for assessment and the third party software for practice. Keep a portfolio of the observation results as well as any visual documentation available (photos or video). You can also keep any printouts that might be available from the practice software to document steps toward achievement.

Preparing the Environment

The environment for evaluating a learner's functioning stage should be a familiar one. It should be the place where she typically works, lives, and plays. Unfamiliar environments are a curiosity—a learner will attend to the details around her that are different more than she will attend to the activity we want her to use. We want to avoid as many new variables as we can, helping the learner feel the comfort of the cognitively familiar environment. When the assessment activity is introduced, she can then concentrate on the new content or behavior rather than on environmental distracters.

Because the Stages philosophy is sensitive to multiple facets of the learning process, consider the physical comfort of the learner. Make sure that the assistive technology team gives input to the access device selection and proper positioning of the learner in the physi-

cal environment. Be sure the learner's environment is optimal for success.

- Can the learner see the screen without glare or visual strain?
- Is the volume of sound from the computer adjusted to a comfortable level?
- Is the learner seated at the computer properly?
- Is the access device stable and in a position for consistently reliable use?
- Have the computer control panels been adjusted to maximize learner performance?
- When was the learner's last meal or snack? Does she have the proper fuel to work?
- Have necessary medications been administered properly?

In short, consider every aspect of the learner's physical comfort to be confident that a solid learning environment is available for optimum learner performance.

Adult Role in the Observation Process

The learner will be making choices during these assessment activities. It is important that the work be that of the learner, not of the adult(s) or other learners in the environment. Give encouragement, but do not give the answers to the questions. Support the learner by urging her to respond and praising her attention to the tasks. Please take care to use the list of prompts starting on page 54 if you feel it is necessary to encourage the learner.

Try an Explore activity, assisting with physical movement to help orient the learner. For example, it's fine to guide the learner's actions with a physical prompt for one sample activity. Then encourage the learner to try more activities on her own.

In addition to physical comfort, consider the emotional side of a Stage Five learner during the assessment process. Academics can be a daunting challenge. Self-esteem needs to be consistently reinforced as she ventures into the Stage Five skill areas. Keep the learner's routine and environment consistent so that she doesn't feel pressured to perform differently.

However, there is a fine line between providing too much nurturing and not enough support for the Stage Five learner to succeed. Consideration of the risk-free learning and assessment environment includes scaffolding for success. Encourage independence in the work. If the learner is accustomed to using a manipulative object, such as a hand-held electronic spell check, flash cards or a word wall, keep these items available to her. This will give you an opportunity to see if she uses them properly in order to respond to the assessment questions.

Sample Verbal Prompts and Feedback

In Stage Five, the learner has a more challenging work environment than found in any of the previous Stages, primarily because the academic content is more sophisticated. Therefore before a learner selects an answer, she must carefully consider all possible responses in a broader way than she did in earlier activities.

If a learner gives an incorrect response, sometimes observing her strategy for finding the correct response helps you understand how she is applying content rules. For example, if the learner does not win the Tic-Tac-Toe game the first time through, does she develop a strategy that makes her more successful during a second attempt at playing the game? There is important information to be gathered about the learner's thought process from watching the response patterns indicated on the Reports generated from each activity.

The activities are designed so that a learner can approach them periodically to measure progress, rather than to provide day-to-day practice environments.

Encourage the learner verbally, both to cue and to reinforce the target behavior of access to the device and to answer the questions. However, allow for adequate response time before prompting the learner yourself, especially if you believe she understands the content. Strive for learner independence while considering ideal computer-based assistance for keeping the learner focused on the task.

A Stage Five learner generally knows when she has made a mistake. Encourage her if this should happen. Here are some prompts to consider:

When the learner makes a mistake:

- That word or problem can be so confusing.
- Sometimes I get mixed up too.
- That's OK, keep working. You are doing great!
- Uh, oh! (lighthearted)

When the learner is successful:

- You are right, hooray!
- Way to go, (use learner's name)!
- You are really watching those numbers/words carefully!
- Awesome! or Excellent! (or other contemporary expression)
- Fantastic!
- How did you get so smart?

Keeping the learner on task:

- This is fun! Let's do more.
- I can't believe how hard you are working. Keep it up.
- I'm so proud of you, (use learner's name).
- Keep on working; you can do it.
- Great work! Keep it up.
- Let's print this work out for your folder.

Helping the learner think through each task:

Reading - Letters

- Does that word come first? Next?
- If you are not sure, look at the letters in order in the word.
- If you want to take a word off of the list, click on it to put it back.
- It's OK to make a mistake. We won't click "Done" until we are ready.
- You can always change your mind if you want to.

Reading - Sounds (for words spelled the same):

- Say the words out loud or whisper them to yourself.
- Listen for the sounds you hear in each word.
- Do you hear a pattern?
- Look at the spelling of the word you are trying to rhyme.
- Do you see another word with a similar spelling pattern?

Reading - Sounds (for words spelled differently):

- Listen for the sounds you hear in each word.
- Do you hear a pattern?
- Look at the spelling of the word you are trying to rhyme.
- Do you see other letters that could make that same sound?

Reading - Meaning:

- What does the word say?
- Can you find a picture that means the same thing?

Reading - Context:

- Read the sentence and use each choice in the blank.
- Does the sentence make sense if you use that word to fill in the blank?

Math - Charts and Graphs:

- What information does this picture show us?
- What do you think the numbers on the left mean?
- What do you think the pictures on the bottom mean? (for pie chart)
- What do the pictures on the circle mean?
- Why are some parts bigger than others?
- What do the words on the bottom mean?

Math - Computation:

- You can click **Erase** if you want to change your mind.
- Don't click **Done** until you are sure.
- It's OK to use your calculator or your number line for help.
- Think about how to solve this problem.

Math - Geometry:

- You can use your blocks or sticks to help figure this out.
- Think about how to solve this problem.
- Which numbers are important and what do they tell us?

Math - Fractions Identification:

- Which number shows the parts and which shows the whole?
- What are we counting? Animals? How many animals are there?
- Are all of these animals the same?

Math - Fractions Applications:

- You can color any part you want (except the cup).
- How many parts do you need to color?

Problem Solving - Number Guess:

- You can use your number line to help you find how numbers go together.
- What number is more? Less?

Problem Solving - Word Play - Letter Scramble:

- What part of the body can you make with these letters?
- Start with the letter first.
- Point to the body part that the learner is trying to spell (indicate cues given on Observation Form).

Problem Solving - Word Play - Making Words:

- I'm thinking of a word that rhymes with _____.
- I'm thinking of a word that starts with _____.
- I'm thinking of a word that means _____.
(indicate cues given on the Observation Form)

Problem Solving - Strategy Games - Tic-Tac-Toe:

- How many in a row do you already have?
- How many in a row does the computer have?
- Where do you need to put yours so that the computer doesn't win?
- Where do you need to put yours so that you can make 3?
(indicate cues given on Observation Form)

Mystery Games:

- Look for the clues written in red. Those are important words in solving the mystery.
- Think about the clue before you select a target object.
- Read the clue out loud to be sure you get it right.
(indicate cues given on Observation Form)

While it is important to encourage the learner and praise attention to both the behavior and the content, it is even more important not to interfere with the learner's performance. If she doesn't find the target object, let that happen. The information gathered will help you identify areas for further study. It is important that the work be that of the learner, not of the encouraging and well-meaning adult.

Observing the Learner

Making Observations

The child should be familiar with the teacher or therapist who will work with her on the Stages activities. The teacher or therapist may gain tremendous insight about how the learner thinks and where her abilities break down during the assessment activities.

Generally, the learner should not see you recording her performance. It's ideal if another adult who is commonly in the learning environment can record the observations. One adult can encourage the learner and the other can record behaviors during the assessment activity without being noticed by the learner.

The accuracy of the data collected during the session is validated when two adults in the same environment observe the same behaviors. Finally, an ideal environment would include an unobtrusive video or still camera. Documenting a learner's performance allows the IEP team to observe results as part of the reporting and assessment process.

Is the learner properly positioned in the learning environment? Is the learner comfortable? Only if you are confident that the environmental conditions are conducive for evaluation can the results be considered.

Observing Explore and Assess Activities

Explore activities are designed to let the learner investigate content at her own pace for as long as she likes. By seeing consistent representations of real world concepts, she is able to make associations and learn.

In the Assess activities, if the learner finds the target on her first attempt, this is a good indication that she is achieving Stage Five skills. Did she complete the activity? If not, this indicates that she needs to do more work in this area.

Was she paying attention? Did she require prompting from you? She may need more practice with Stage Five activities but seems to demonstrate emerging skills. Did she find the target on the third attempt most consistently? That could mean she matched the response to the question but didn't necessarily understand the target. This indicates that further work is needed, as matching and demonstrating understanding are two different areas of assessment.

Interpreting Observation Results

Use the Observation Form to record learner behavior during the activities. Watch for the behaviors identified on the forms and add your own comments under the Additional Observations section.

All questions ask you to consider the learner's ability to reason a problem. Does the learner talk the task out loud? Does this behavior result in greater likelihood of success and accuracy? If so, it is an indication that the learner prefers to process information in an auditory learning environment. Therefore care should be taken to provide for such interactions. Perhaps a peer buddy would be helpful for discussions during the learning process. Perhaps looking for practice software with an auditory option might accommodate such a learning preference.

Be sure you have set the stage for the assessment activities carefully. While the computer gives you data on actual performance for each question asked during the activity, the Observation Form provides you with an opportunity to discuss the learner's behavior and your personal impressions of what occurred during the assessment. Here's where you might comment if you felt that the learner really did understand a question, but might have responded incorrectly, and why.

A Stage Five learner must have complete comfort and success using her access device. She needs the device to support her in using both letters and numbers fluently as Stage Five skills emerge. Observe the learner's comfort with the access device. Now that the learner is being asked to answer academic questions, make sure that an appropriate access process—pointing and clicking, making choices—leads to unlocking what the learner knows about the content. If there is any

doubt, it is imperative that an assistive device assessment be conducted before Stage Five assessment activities are administered.

Stage Five assessment software cannot measure every academic skill. However, a careful observer can watch and note these behaviors and skills to provide a more comprehensive assessment.

Question 1 asks you to observe the learner's ability to alphabetize words independently. Did she use any manipulative tools such as an alphabet chart? Did the learner ask to use a hand-held spelling tool? If so, this may indicate that she understands how to use these tools appropriately. Was any coaching needed? If so, indicate on the Observation Form.

Question 2 asks you to observe the learner's ability to identify words that rhyme. If the learner can do this, it indicates that she understands how the onset and other sounds in a word relate to each other. Some of these rhyming words share the same spelling, from the vowel sound through the end of the word. All the learner does is change the initial consonant. Did she find rhyming words that use a different spelling pattern? This may indicate that she has a higher level of phonetic skills. Did she need any coaching? If so, indicate this on the Observation Form.

Question 3 asks you to observe the Reading/Meaning activity. Did the learner click on an object that she may have interpreted as the correct meaning of the word? If so, describe what happened that might explain her response. Did she need any coaching? If so, indicate this on the Observation Form.

Question 4 asks you to observe the Reading/Context activity. Did the learner understand the process for interacting in the activity? Did she self-correct? How? Did she need any coaching? If so, indicate on the Observation Form.

Question 5 asks you to observe the learner's ability during the math activities. Did the learner use any manipulative tools such as a number line, math facts chart or calculator? If so, this may indicate that she understands how to use these tools appropriately.

Note the pattern of some of the distracter answers. Some of the activities present the reverse of a number. For example, in the Fractions activity, the inverse order of some fractions is presented as a possible answer. Did this confuse the learner? In the Geometry activity, some answers based on an incorrect formula were used as distracters. For example, a possible answer for a question about calculating the area of a shape is based on the formula for calculating the perimeter instead. Did this confuse the learner? Did she need any coaching? If so, indicate this on the Observation Form.

Question 6 asks you to observe the Problem Solving/Number Guess activity. Did the learner use any manipulative tools such as a number line, math facts chart or calculator? If so, this may indicate that the learner understands how to use these tools appropriately.

Did the learner guess the number with an optimal number of attempts? This may indicate that the learner has developed a successful strategy rather than making random guesses. Was a particular strategy used such as a binary search, linear order, sequential pattern or multiples of an anchor number? Was any coaching needed? If so, indicate on the Observation Form.

Question 7 asks you to observe the Problem Solving/Word Play activity. Did the learner use any manipulative tools such as the word wall or a personal word list? Did the learner ask to use a hand-held spelling tool? If so, this may indicate that the learner understands how to use these tools appropriately. If the learner wants to continue making more words than the 10 permitted for the Making Words activity, you can print out the words already made and let the learner play again to see how many more different words can be made beyond those first submitted. Was any coaching needed? If so, indicate on the Observation Form.

Question 8 asks you to observe the Problem Solving/Tic-Tac-Toe activity. Does the learner use defensive or offensive strategies appropriately to win the game? Are the guesses arbitrary or does the learner understand how to play? If an adult played against the learner, did the adult let the learner

win? Be sure to make comments relating to the interactions in playing the game. Was any coaching needed? If so, indicate on the Observation Form.

Question 9 asks you to observe the Problem Solving/Mystery Game. The learner is expected to eliminate objects based on clues, eventually ending up with only one object on the screen. Was the learner able to observe the attributes of the objects or people on the screen and narrow down which target object was appropriate to remove each time? Did the learner solve the mystery? Was any coaching needed? If so, indicate on the Observation Form.

At the end of the Observation Form you can record any additional observations or comments. How did the learner handle frustration as she worked? Did she ask for help when confused? Was she more challenged by some activities than others?

Interpreting Report Data

Reading

Letters: This report indicates the correctly alphabetized target word list in a column on the left. To the right of this list a column appears for each attempt made by the learner. Compare the learner's word lists on the right with the correct word list on the left.

Sounds: This report indicates which rhyming pairs were found successfully among these patterns: short vowel sound with same spelling pattern; long vowel sound with same spelling pattern; and words that sound the same but are spelled differently.

Meaning: The Meaning activities are organized by grade levels, which are reflected on the reports. On the report you will see a column on the left that lists the target words. Next to each word the report will indicate whether the picture that goes with the word was found correctly, and how many attempts the learner made on each word.

Context: This report identifies the 10 high-frequency words in a column on the left. Beside this column is a list of the number of attempts, and whether the learner correctly identified the use of each of these 10 target words.

Math

Charts and Graphs: This report indicates which type of chart or graph depicts each data content area. A column to the right indicates the number of attempts a learner makes, and whether the learner interpreted the data from a chart or graph correctly.

Computation/Math Facts: These reports indicate the type of operation, whether or not regrouping was required, the number of tries, and whether the learner was correct or incorrect.

Computation/Word Problems: These reports indicate the type of operation that was present for each question, whether graphics help was present, the number of tries, and whether the learner was correct or incorrect.

Geometry: This report indicates the number of tries for each question and whether the learner was able to answer it correctly.

Fractions:

Fractions ID and Fractions Applications: These reports indicate the fraction, the number of attempts, and whether the learner was correct or incorrect.

Problem Solving

Number Guess: This report indicates the level of difficulty, the number randomly picked by the computer, the minimum number of logical guesses for that number range, the number of guesses, and whether the learner was correct or incorrect.

Word Play

Letter Scramble: This report lists scrambled versions of each word as presented to the learner, followed by the correct spelling along with the number of tries and whether the learner correctly unscrambled each word.

Making Words: This report lists the correct words that the learner made.

Strategy Games

Tic-Tac-Toe: This report indicates the number of players, which option for play was used, the number of games played, the number of games won by X (the learner), the number won by O (another player or the computer) and the number of tie games.

Mystery Games: This report indicates the object that was selected, if it was the correct answer, whether a correct answer was selected based on the correct sequence of choices rather than a random sequence, and the number of tries.

Progressing in Stage Five

Learners who are successfully progressing in Stage Five content will probably continue to do so, and their program may be guided by a local curriculum. As long as the learner continues to make progress, provide her with opportunities to use appropriate Stage Five software to practice individualized content as specified by her Individual Education Plan (IEP).

In this way, Stage Five is very different. Other Stages specified criteria to move forward to higher Stages. In the case of Stage Five, success leaves a learner in the Stage Five curriculum. If a learner does not seem to be successful and is getting chronologically older, at some point consider the academic alternative environment that Stage Six offers. Moving into Stage Six does not mean you've "given up" on the Stage Five learner. Instead it means a detour of academic purpose, moving the learner toward pragmatic community-based application of academic skills.

Stage Five assessment activities address skills that correlate to standards as follows:

Reading

Word lists used to design the content in the activities align to a third-grade readability level and are indicated on the reports for the Reading/Meaning activity.

Math

The content is directly aligned with the standards specified by the National Council of Teachers of Math up to a fourth-grade ability level.

While Stage Five assessment activities are a strong indication of these ability levels, it is highly recommended that if a learner demonstrates success in these activities, she should be given an opportunity to try an adapted version of locally-mandated assessment protocols.

Observation Form—Stage Five

Learner's Name _____

Recorder's Name _____

Other Observer's Name _____

Date _____

Setting for Observation _____

Using informal observation techniques, record the following information so that you can accurately interpret learner performance.

Assessment Environment:

View the screen on the same eye level as the learner. Is there a glare on the screen?

_____ Yes _____ No

(If so, adjust window blinds, reposition the computer and learner's seat, or construct a shade for the monitor to eliminate the glare.)

Describe the setting:

_____ learner's regular setting _____ familiar but not everyday _____ unfamiliar

Position the learner is facing:

_____ toward the center of the room

_____ away from the center of the room

Are there any distracting objects nearby? _____ Yes _____ No

Is the learner properly positioned? _____ Yes _____ No

Should these or any other factors be considered when interpreting results?

Copy these pages before recording your observations.

(This form is also provided as a PDF on the Stages CD.)

(over)

1. Reading/Letters/Alphabetizing

Did the learner use any sort of manipulative to support his/her work, such as an alphabet chart, word wall or personal word list? ____ Yes ____ No

If yes, did the learner know how to apply the tool properly? ____ Yes ____ No

Did the learner use the tool without help? ____ Yes ____ No

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 54 of the Stages User's Guide?

Comment: _____

2. Reading/Sounds/Rhyming Activities

Did the learner find words that rhyme? ____ Yes ____ No

Did the learner use any sort of manipulative like an alphabet chart, word wall, personal word list, or dictionary to support his/her work? ____ Yes ____ No

If yes, did the learner know how to apply the tool properly? ____ Yes ____ No

Did the learner use the tool without help? ____ Yes ____ No

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 54? _____

Comment: _____

3. *Reading/Meaning Activities*

What set(s) of words did the learner use?

Did the learner click on a picture that might have been interpreted as the correct meaning for the word, but the response was counted as incorrect?
_____ Yes _____ No

If so, describe what happened: _____

Did the learner talk the task out loud? _____ Yes _____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) _____ Yes _____ No

Did the learner require coaching? _____ Yes _____ No If so, how? Did you use any of the prompts starting on page 54?

Comment: _____

4. *Reading/Context Activities*

Did the learner understand the process for interacting in the activity?
_____ Yes _____ No

How did the learner self-correct? _____

Did the learner talk the task out loud? _____ Yes _____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) _____ Yes _____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 54? _____

Comment: _____

5. *Math Activities*

Did the learner use any sort of manipulative to support his/her work, such as a math facts chart, number line, calculator, scratch paper, or fingers?

____ Yes ____ No

If yes, did the learner know how to apply the tool properly? ____ Yes ____ No

Did the learner use the tool without help? ____ Yes ____ No

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 54? _____

Comment: _____

6. *Problem Solving/Number Guess Activity*

Did the learner use any sort of manipulative to support his/her work, such as a math facts chart, number line, calculator, scratch paper, or fingers?

____ Yes ____ No

If yes, did the learner know how to apply the tool properly? ____ Yes ____ No

Did the learner use the tool without help? ____ Yes ____ No

Did the learner develop a useful strategy for approaching the task?
____ Yes ____ No If so, describe the strategy used.

Did the learner talk the task out loud? ____ Yes ____ No
Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 54? _____

Comment: _____

7. Problem Solving/Word Play Activities

Did the learner use any sort of manipulative to support his/her work, such as an alphabet chart, word wall or personal word list? ____ Yes ____ No

If yes, did the learner know how to apply the tool properly? ____ Yes ____ No
Did the learner use the tool without help? ____ Yes ____ No

Did the learner play more than once, creating more than 10 words?
____ Yes ____ No If so, how many words did the learner eventually form?

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 54? _____

Comment: _____

8. Problem Solving/Tic-Tac-Toe Activity

Did the learner understand how to play the game? ____ Yes ____ No

Did the learner try to win, or make 3 in a row, offensively? ____ Yes ____ No

Did the learner try to block 3 in a row from an opponent, defensively?
____ Yes ____ No

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

Did the learner seem to have fun? ____ Yes ____ No

Did the learner require coaching? ____ Yes ____ No If so, how? Did you use any of the prompts starting on page 54? _____

Comment: _____

9. Problem Solving/Mystery Game Activity

Did the learner understand how to play the game? ____ Yes ____ No

Did the learner use proper logic to find the mystery object on each screen and eventually win the game? ____ Yes ____ No

If not, where do you believe the interaction broke down? _____

Did the learner seem to have fun? ____ Yes ____ No

Did the learner talk the task out loud? ____ Yes ____ No

Did the learner create an auditory think-out-loud environment to support his/her work? (Check for pencil tapping.) ____ Yes ____ No

10. Additional Comments

[illegible]

Place this form and report printouts in the learner's portfolio.

Practice Software for Stage Five

General Software Considerations

It is important to note that many software programs suggested can be recommended at more than one Stage. These programs provide varied content and malleable preference settings that allow for custom presentations.

By making adjustments to such areas as preferences or specific content for an activity, you can use the same software program successfully at several Stages. For example, you may use telling time software with a Stage Six learner, or use the “read to me” mode of reading software with a Stage Four learner. Use every possible setting to best support and facilitate the learning process and customize the content of the activity.

Look for ways to adjust Stage Five software for your learner.

Stages recommends individual software titles because they are effective and valuable resources that help our target learners accomplish their developmental goals—not because they are the most dynamic or up-to-date. In fact, some recommended programs have been available for several years and may appear to be outdated. Oftentimes recycled or older computer equipment is what’s available for our target learners. As long as the software offers valuable activities and still may be found in schools or homes as of the publication date of this guide, it remains on the list.

Exploring Software Settings

Software that is appropriate for Stage Five is available from many developers. These recommended programs are included in the feature comparison chart that follows. As you look to identify software that is appropriate for an individual learner, keep the following in mind.

Input modes

If there is any doubt about the appropriate access device for full alphanumeric computer interactions, be sure to make the proper accommodations before moving forward in academic content. It would be wonderful to assume that every learner

could interact with standard off-the-shelf curriculum software, however that is not reality. Be sure to select software that offers appropriate graphics, helpful use of sound and an instructional design that encourages the learner. For more information about these considerations, see the chapter on Stage Five (excerpted from the Stages book), beginning on page 1.

Software appropriate for use at Stage Five generally expects a mouse click or keystroke from a standard or alternative input device to select targets on the screen. A menu of input device options should be available in the software, as well as a way to indicate which selection key is active. This way the software knows whether to watch for a click or selection key, and what type of device is making the selection.

While not all software accommodates this type of fine-tuning, sometimes the access device itself will have preference settings, which you can adjust to create the same effect for the learner's access environment. Work with the assistive technology team or specialist to determine the best way to configure the environment for success.

Adjusting settings for various types of learners

Explore settings that fit the learner's preferences and needs, but don't feel you need to try every available setting, as the learner may become confused. At Stage Five, the computer environment must be consistent or the learner won't be able to give the proper attention required to answer the sophisticated questions posed.

The software recommended for Stage Five practice represents a range of skill areas, all academic in nature. Consider the process of teaching a learner to use sophisticated learning tools like word walls and dictionaries in reading and number charts and calculators in math. A learner needs to practice using these higher skilled tools as much as she needs to practice the reasoning process itself.

Expectations for learner progress must be balanced. If the learner is expected to be more independent and incorporate more and more new academic skills, the process should be a simple one using a familiar tool and process. If the learner is applying a new set of skills, the content expectations should be limited so that the mastery of the process is the focus. Try to separate the learning process from more sophisticated content expectations. When the process feels seamless to the learner, and the tools are comfortable, the content quality can become the focus. Be sure that the learner is comfortable with the tools and the current expectations of acceptable performance before raising expectations on content.

How to Use the Chart

The chart on the following pages compares recommended software for Stage Five. Each title offers specific features that may be critical to a learner's success. Use this chart to help determine which software might be most beneficial for your particular learners.

Frequently a publisher will make multiple ability levels available within the same software program. Be sure to pay close attention to the options and settings within the practice environments and make sure that only the appropriate target skills are reflected in the activity's content settings.

The titles are arranged alphabetically within these categories:

Reading, Language Arts, Spelling, Math, Problem Solving and Communication Tools.

	The following terms are used in the chart.
Title	The name of the software program.
Publisher	The name of the company that makes or sells the software.
Platform	<p>The types of computers that can run the software.</p> <p><i>Mac:</i> Macintosh® computers</p> <p><i>Win:</i> PC computers running the Windows® operating system</p> <p><i>DOS:</i> PC computers running the DOS operating system (older models)</p> <p>Software is available on CD-ROM, unless otherwise noted.</p> <p><i>Mac/Win:</i> This software is available for both platforms on the same CD.</p> <p><i>Mac, Win:</i> This software is available for both platforms, but may be packaged separately.</p>
Access Options	<p>The types of input methods that the program supports.</p> <p><i>Keyboard:</i> You can use a standard or alternative keyboard such as IntelliKeys® or an accessible onscreen keyboard.</p> <p><i>Mouse:</i> You can use a standard mouse or mouse emulator, which you can use to point and click.</p> <p><i>Touchscreen:</i> You can use a touchscreen, either built into the computer or attached to a monitor.</p> <p><i>IntelliKeys:</i> This program is set up to use an IntelliKeys® alternative keyboard from IntelliTools, Inc.</p>

	<i>Switch:</i> You can use a switch with this program. <i>Other:</i> Any other methods supported by the software.
Curriculum Areas	The main topics addressed in the software.
Content	More detailed information about the content in the software.
Feedback Type	<p>The event that occurs when the learner uses the device.</p> <p><i>Auditory:</i> Sound plays or spoken text occurs.</p> <p><i>Visual:</i> An animation or graphical image is displayed.</p> <p><i>Multisensory:</i> Both sound and animation are played.</p>
Graphics	Whether the graphics are appropriate for child, teen or adult learners, or if the graphics are generic (can be used by any age).
Record Keeping	The data that is collected by the software to keep track of the learner's actions while using the program. In these charts, a reference to "Time" indicates the amount of time spent on the activity.
Can Activity be Saved or Printed?	Whether the software allows the activity or screen to be saved or printed. (Generally, the screen image can also be captured using system keystrokes, such as ⌘-Shift-3 on the Macintosh or <Alt><Print Screen> on a Windows machine.)
Customizing Options	The main features of the program that can be adjusted for an individual learner.
Keyboard Shortcuts	Major keystroke commands for changing settings, ending an activity, and exiting the program.
Other Settings and Features	Additional capabilities of each program are included here.
Also appropriate at:	<p>Other Stages at which this title may be appropriate are listed. You may need to change settings within the software to make it function suitably for learners at these other Stages. Using software at more than one Stage can help reinforce prior learning, introduce new concepts in a familiar environment, and extend the useful life of software in your collection.</p> <p>The last page of the chart lists titles in other Stages that may also be appropriate at Stage Five.</p>

Stage Five Software Comparison Chart ❖ Math

Title	2+2	Access to Math	Addition & Addition in the Desert	Area of a Triangle
Publisher	RJ Cooper & Assoc.	Don Johnston, Inc.	IntelliTools, Inc.	IntelliTools, Inc.
Platform	Mac, Win	Mac	Mac, Win	Win, Mac
Access				
Keyboard				
Mouse				
Touchscreen				
IntelliKeys®			(overlays available)	(overlays available)
Switch	(auto)	(auto, can set rate)	(can adjust)	(can adjust)
Other		Discover:Switch, Ke:nx, Board, Screen		
Curriculum	math	math	Math	Math
Content	math fact problem repetition program	talking worksheet allows for custom or automatically generated worksheet options	Addition: Students explore numerical values from 1 - 10. Addition in the Desert: Students explore addition by placing animals in counting boxes and generating equations.	Geometry, spatial relationships, representational systems, problem solving. Use Geoboards to explore the area of triangles
Feedback Type	question repeated indefinitely	adjust feedback for detail and immediacy	Customizable in Check Work mode	Customizable in Check Work mode
Auditory			(can customize)	(can customize)
Visual			(can customize)	(can customize)
Multisensory				
Graphics	child	generic	generic, can import	generic
Record Keeping	number of questions answered correctly, number of prompts, number of tests and drills done	learner name prints on worksheet	Portfolio mgmt, student login, assignments, detail/summary performance assessment.	Date and time, questions, student responses, percentage scores.
Can activity be saved or printed?	can save and print student data	can print autogenerated or custom worksheets	All records and activities can be saved or printed	saved in student portfolio, can print all reports and activities
Customizing	can record learner name to be used during prompts; can create custom math expressions with voice recordings	worksheets are designed for each learner; can change colors and fonts, set level of difficulty	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.
Keyboard Shortcuts	<⌘/ctrl+Q>: return to menu; space bar for help		<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences
Other settings and features	large print, can edit math facts	turn grid on/off to toggle a background grid to help a learner follow a problem visually; regrouping boxes appear on screen	Part of the IntelliTools Studio Classroom Suite. Can import video, audio. <i>Addition</i> is an IntelliMathics III Template. <i>Addition in the Desert</i> is an IntelliMathics III Activity. Includes word banks.	Part of the IntelliTools Studio Classroom Suite. IntelliMathics III activity. Can import video, audio
Also appropriate at:	Stage 4		Stage 4	Stage 6, Stage 7

Stage Five Software Comparison Chart ❖ Math

Title	Basic Fractions	Data Survey & Data Analysis	Early Learning Volume II & III	Fractions, Fractions Problems, Fractions Sports
Publisher	Attainment Company	IntelliTools, Inc.	Marblesoft	IntelliTools, Inc.
Platform	Mac / Win	Win, Mac	Mac diskette or CD*	Win, Mac
Access				
Keyboard	(space, enter)			
Mouse				
Touchscreen				
IntelliKeys®	(includes overlay)	(overlays available)	(includes overlays)	(overlays available)
Switch	(mouse click)	(can adjust)	(auto)	(can adjust)
Other	Discover:Switch		Ke:nx On:Board, BigKeys, PowerPad	
Curriculum	math: fractions	Math	math	Math
Content	uses fractions in everyday life: Name, Match, Game; 4 modules: sections, sets, containers, mixed	<i>Data Survey</i> is an IntelliMathics activity. <i>Data Analysis</i> is an IntelliMathics template. Collect, organize display and describe data. Analyze data using surveys, use fractions, problem solving.	Early Learning II: Beginning Addition, Sequencing Early Learning III: Early Subtraction, More Than/Less Than	<i>Fractions</i> is an IntelliMathics template. <i>Problems</i> and <i>Sports</i> are IntelliMathics activities. Read word problems to create fraction bars and show fractions in lowest terms; parts of a whole concept.
Feedback Type	incorrect: low tone; item reappears so learner can try again.	Customizable in Check Work mode	sound, speech, written, repeat; incorrect: auditory feedback; can choose "don't say no" for incorrect responses	Customizable in Check Work mode
Auditory		(can customize)		(can customize)
Visual		(can customize)		(can customize)
Multisensory				
Graphics	child, teen/adult	generic, can import	generic	generic, can import
Record Keeping	what level, total responses, correct responses	Date and time, questions, student responses, percentage scores.	learner name, level of difficulty, problems completed, number correct and incorrect	Date and time, questions, student responses, percentage scores.
Can activity be saved or printed?	can print quiz results for a permanent record	saved in student portfolio, can print all reports and activities	can save learner data and preferences and print report	Portfolio mgmt, student login, assignments, detail/summary performance assessment. Can print all reports and activities.
Customizing	options for speech, music, sound effects, volume, scanning, scan rate	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	customizing feedback allows activity to be used with any age; choose level, rate of advancement	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.
Keyboard Shortcuts	S for match, G for game, D for done, M for more. <⌘/ctrl+Q>: quit	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	⌘I for input, ⌘L for levels	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences
Other settings and features	activity options: object # and type, quiz: 3 levels	Part of the IntelliTools Studio Classroom Suite. Can import video, audio. <i>Data Analysis</i> includes 2 page layouts and 5 object categories for creating survey data.	can adjust prompt frequency, scanning, highlight, background, reward, font, speak student name during feedback; * as part of Marblesoft's Early Learning Suite	Part of the IntelliTools Studio Classroom Suite. Can import video, audio
Also appropriate at:		Stage 6, Stage 7	Stage 4 (level 1 only)	Stage 6, Stage 7

Stage Five Software Comparison Chart ♦ Math

Title	IntelliMathics III	Match Time	MathPad & MathPad Plus	Mighty Math Calculating Crew
Publisher	IntelliTools, Inc.	Attainment Company	IntelliTools, Inc.	Edmark, now Riverdeep
Platform	Mac, Win	Mac / Win	Mac, Win	Mac / Win
Access				
Keyboard				(space bar is switch equivalent in Windows)
Mouse				
Touchscreen				
IntelliKeys®	(overlays available)		(includes overlays)	
Switch		(auto)	(auto, step)	(auto, step, can set rate and progression)
Other	scanning with sound, color, flash: set rate, cycles, mode			
Curriculum	math	math readiness	math	math: basic concepts and problem solving skills
Content	Authoring tool for math. Create activities and use templates. Explore and assess numerical value, size, shape and color attributes, one-to-one correspondence, and all other areas of the math curriculum.	four levels of activity, basic time telling on analog/digital clocks	MathPad: 300 sample problems in addition, subtraction, multiplication and division; MathPad Plus: fractions, decimals and whole numbers, numeric or word problems, sample assignments	5 learning activities which focus on: problem solving and reasoning, money transactions, estimation and rounding, 1 to 3 digit addition and subtraction, 1 to 3 digit multiplication and division, 3D geometry
Feedback Type	an interactive, talking, problem solving tool using a variety of on-screen manipulatives	Auditory feedback with visual cues highlighted for correct or incorrect response.	can customize feedback; synthesized voice says, "Try again"; if learner advances to next page, a hint is given with an opportunity to try again	feedback guides learning
Auditory	(can customize)			
Visual	(can customize)			
Multisensory				
Graphics	generic, can import	generic	generic	child and teen
Record Keeping	Portfolio mgmt, student login, assignments, detail/summary performance assessment.	name of student, date, total responses, correct responses, quiz scores that also can be printed, on-screen feedback	can save list of problems teacher or learner has created	can save progress for each learner for future sessions
Can activity be saved or printed?	All records and activities can be saved or printed	can print report and save learner data	can print problems and save current pad page and individual learner portfolios for each problem list	can save and print work in some activities
Customizing	Customizable toolbars and quizzes, word prediction options, voice/rate/pronunciations, user interface. Includes word banks.	can select scanning, keyboard without scanning, an extra challenge level, spoken prompts, repeat prompts	create, save and import custom problem lists; customize display colors, fonts, sizes, auditory feedback and contrast	Grow Slides adjust difficulty level (auto or manual).
Keyboard Shortcuts	<⌘/ctrl+Y> for pictures, <⌘/ctrl+M> for menu, <⌘/ctrl+L> to lock gear, <⌘/ctrl+shift+O>: preferences	<⌘/ctrl+L>: log-in, <⌘/ctrl+Q>: quit	<⌘/ctrl+E>: edit highlighted problem; <⌘/ctrl+D>: delete highlighted problem	<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)
Other settings and features	50 modifiable templates, resizable manipulatives, preference settings to activate screen reader features; sticky mouse feature	can work in hours, quarters, minutes, or elapsed	carry/borrow, remainder, decimal options, automatically positions entry box, reducing need to use mouse; can turn menu protection on/off, can check own work	question and answer and explore modes available; documentation includes ideas for home activities and classroom ideas
Also appropriate at:	Stage 2, Stage 3, Stage 4, Stage 5, Stage 6, Stage 7 depending upon activity created	Stage 6	Stage 6	Stage 6

Stage Five Software Comparison Chart ❖ Math

Title	Mighty Math Carnival Countdown	Mighty Math Number Heroes	Mighty Math Zoo Zillions
Publisher	Edmark, now Riverdeep	Edmark, now Riverdeep	Edmark, now Riverdeep
Platform	Mac / Win	Mac / Win	Mac / Win
Access			
Keyboard	(space bar is switch equivalent in Windows)	(space bar is switch equivalent in Windows)	(space bar is switch equivalent in Windows)
Mouse			
Touchscreen			
IntelliKeys®			
Switch	(auto, step, can set rate and progression)	(auto, step, can set rate and progression)	(auto, step, can set rate and progression)
Other			
Curriculum	math: basic concepts and problem solving skills	math: basic concepts and problem solving skills	math: basic concepts and problem solving skills
Content	problem solving and logic, place value (1's, 10's, 100's), addition and subtraction, sorting, classification and pattern recognition, early multiplication and division, geometry, equivalencies (>, <, and =)	problem solving, patterns and logic, addition and subtraction, multiplication, division and probability, fractions (add, subtract, multiply), geometry (angles, perimeter, area, symmetry), charts and graphs	problem solving and reasoning, use a number line to understand number relationships and counting, count money and make change, addition and subtraction facts, story problems (all operations).
Feedback Type	feedback guides learning	feedback guides learning	feedback guides learning
Auditory			
Visual			
Multisensory			
Graphics	child	child and teen	child
Record Keeping	can save progress for each learner for future sessions	can save progress for each learner for future sessions	can save progress for each learner for future sessions
Can activity be saved or printed?	can save designs created in Pattern Block Roundup	can save and print GeoComputer creations	can print fish stories, and print and save pictures in 3D Gallery
Customizing	Grow Slides adjust difficulty level (auto or manual).	Grow Slides adjust difficulty level (auto or manual).	Grow Slides adjust difficulty level (auto or manual).
Keyboard Shortcuts	<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)	<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)	<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)
Other settings and features	question and answer and explore modes available; documentation includes ideas for home activities and classroom ideas	question and answer and explore modes available; documentation includes ideas for home activities and classroom ideas	question and answer and explore modes available; documentation includes ideas for home activities and classroom ideas
Also appropriate at:	Stage 4		Stage 6

Stage Five Software Comparison Chart ❖ Math

Title	Multiplying by 3	Number Concepts 1 & 2	Parts of a Set	Show Me Math
Publisher	IntelliTools, Inc.	IntelliTools, Inc.	IntelliTools, Inc.	Attainment Company
Platform	Win, Mac	Mac / Win	Win, Mac	Mac / Win
Access				
Keyboard				(space, arrow, return keys)
Mouse				
Touchscreen				
IntelliKeys®	(overlays available)	(includes overlays)	(overlays available)	
Switch	(can adjust)		(can adjust)	
Other				
Curriculum	Math	math	Math	math
Content	IntelliMathics activity. Place value, multiplication.	<i>Number Concepts 1:</i> addition and subtraction; greater than, less than and equal to; counting. <i>Number Concepts 2:</i> factoring, place value, hundreds.	Both an IntelliMathics Template and an Activity are available with the same title. Fractions, understanding numerator and denominator, sets of objects, parts of a collection.	areas: addition, subtraction, multiplication, division
Feedback Type	Customizable in Check Work mode	auditory "try again" or similar response; limit of 3 tries before answer is given with animation	Customizable in Check Work mode	quiz mode: 1 chance to answer correctly; practice mode incorrect response triggers tone and eliminates incorrect choice
Auditory	(can customize)		(can customize)	
Visual	(can customize)		(can customize)	
Multisensory				
Graphics	generic, can import	child	generic, can import	child
Record Keeping	Date and time, questions, student responses, percentage scores.	save question and answer work for learners	Date and time, questions, student responses, percentage scores.	quiz scores (number of correct answers)
Can activity be saved or printed?	Portfolio mgmt, student login, assignments, detail/summary performance assessment. Can print all reports and activities.	can print report; each learner has a saved profile for activities	Portfolio mgmt, student login, assignments, detail/summary performance assessment. Can print all reports and activities.	
Customizing	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	can select number range; explore mode	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	add extra pauses; choose objects that count off at end of movie; show digits as words, digits or both
Keyboard Shortcuts	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	<shift>+<M> to activate mouse scanning; <esc> key to return mouse to normal operation	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	<⌘/ctrl+T>: toggle menu; <⌘/ctrl+B>: toggle finder; <space> or <enter> to select response
Other settings and features	Part of the IntelliTools Studio Classroom Suite. Can import video, audio	background sounds are available with Macintosh version. Rewards can be changed to show animation after 1 or up to 4 correct answers.	Part of the IntelliTools Studio Classroom Suite. Select graphics from five different categories as you create sets of objects. Can import video, audio	can hide finder and menu bar to reduce distraction; can disable sound effects, music, speech
Also appropriate at:	Stage 6, Stage 7		Stage 6, Stage 7	

Stage Five Software Comparison Chart ♦ Math

Title	The Talking Calculator	Using Money
Publisher	Premier Assistive Technology, Inc	IntelliTools, Inc.
Platform	Win	Win, Mac
Access		
Keyboard		
Mouse		
Touchscreen		
IntelliKeys®		(overlays available)
Switch		(can adjust)
Other		
Curriculum	Math Calculation Tool	Math
Content	Provides text-to-speech feedback to onscreen calculator; every button and edit area talks, displays equation on screen	IntelliTalk activity. Identify coins and bills and their value, use coins and bills to solve word problems
Feedback Type		Customizable in Check Work mode
Auditory		(can customize)
Visual		(can customize)
Multisensory		
Graphics	generic	generic, can import
Record Keeping		Date and time, questions, student responses, percentage scores.
Can activity be saved or printed?	can copy work to save or print in word processing program	Portfolio mgmt, student login, assignments, detail/summary performance assessment. Can print all reports and activities.
Customizing	can turn voice on/off	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.
Keyboard Shortcuts		<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences
Other settings and features	Very inexpensive, easy to use	Part of the IntelliTools Studio Classroom Suite. Can import video, audio
Also appropriate at:		Stage 6, Stage 7

Stage Five Software Comparison Chart ❖ Language Arts

Title	Adjectives & Opposites	Balanced Literacy	Complete Reading System
Publisher	Laureate Learning Systems	IntelliTools, Inc.	Premier Assistive Technology, Inc.
Platform	Mac / Win	Mac / Win	Win
Access			
Keyboard	(space bar is switch equivalent)		(equivalents: F5, F6)
Mouse			
Touchscreen			
IntelliKeys®		(includes overlays)	
Switch	(auto, step)	(auto, step, directional)	
Other	mouse dwell		Talking menus.
Curriculum	language arts, vocabulary, reading readiness	reading/writing	Reading Tool for Visually Impaired
Content	6 scenes with clickable animals, objects, or people demonstrating adjectives or opposites; "explore", "Train" and "Identify" activities	9-unit program for early literacy instruction, integrates guided reading, supported writing, word study/phonics activities	text Accessibility - all curriculum areas. Easy to use, self-contained OCR/Reading program with full talking menus designed for the visually impaired.
Feedback Type	visual cue and voice feedback	feedback guides learning	
Auditory			
Visual			
Multisensory			
Graphics	child	child	
Record Keeping	user log saves date, time, title, duration, scores	save and print summary or detailed records, set up users, classes, groups	
Can activity be saved or printed?		can print most writing activities	can print documents
Customizing	can set number of items on screen	scan: highlight, beep, review activities: graphics, text, both	
Keyboard Shortcuts	<esc>: exit, <⌘/ctrl+H> to hide cursor, <⌘/ctrl+space> to hide/show menu, <⌘/ctrl+P> to pause	<ctrl-N> for teacher options: navigation	F5: Scan, F6: Read
Other settings and features	can set scan speed/dwell time, level settings, animation on/off, music on/off, large cursor option, sound volume, criteria for advancing levels, ending activity, background black or scene	low vision option includes Writing Resources CD	Single key operation, designed so that you don't need a screen reader, has full talking menus
Also appropriate at:	Stage 2, Stage 3, Stage 7	Stage 4, Stage 7	

Stage Five Software Comparison Chart ❖ Language Arts

Title	Edmark Reading Program	E-Library	E-text Reader
Publisher	Edmark, now Riverdeep	Premier Assistive Technology, Inc.	Premier Assistive Technology, Inc.
Platform	Mac / Win	Win	Win
Access			
Keyboard	(space bar is switch equivalent in Windows)		
Mouse			
Touchscreen			
IntelliKeys®			
Switch	(auto, step, auto-start or student initiated)		
Other	TouchFree Switch and other specialized switches from Riverdeep; Discover:Board		
Curriculum	reading	Reading Tool	Reading Tool
Content	series of sequenced lessons using a highly repetitive sight word approach; includes lessons in pre-reading, word recognition, Direction Cards, Picture/Phrase Cards, stories, reviews and tests	Provides digitized text for over 1500 public domain titles including classical literature and historical documents.	Provides text-to-speech
Feedback Type	incorrect responses result in elimination from remaining choices, guiding learning		
Auditory			
Visual			
Multisensory			
Graphics	child		generic
Record Keeping	comprehensive, printable record-keeping system to track progress. Recommends next activity.		
Can activity be saved or printed?	can print reports, certificates and program stories	can print documents	can print documents
Customizing	choice of Standard Interface (for visual interest, fun) or Simple Interface (less distracting); saves student settings such as audio record/playback, interface option, larger font option, call teacher alert		Can bookmark, highlight text, highlights as it reads, adjustable reading speeds and pace, can change background and text colors.
Keyboard Shortcuts	<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)		
Other settings and features	can adjust scan rate setting; includes printable flash cards; optional 5 and 10 word review activities; grow slides allow teacher to view student progress and advance them; CD contains a signing manual	Use with E-text Reader which is provided free with purchase or other text-to-speech program	
Also appropriate at:	Stage 4	Stage 7	

Stage Five Software Comparison Chart ❖ Language Arts

Title	Find Out and Write About (Series): Dinosaurs, Animals of Cold Lands, Explorers	From A to Z	Hands-On Concepts: Animal Habitats	Hands-On Concepts: Five Cuddly Teddies
Publisher	Crick	Inclusive Technology Ltd.	IntelliTools, Inc.	IntelliTools, Inc.
Platform	Mac / Win with Clicker 4 installed	Win	Mac / Win	Mac / Win
Access				
Keyboard		(use space bar, enter)		
Mouse				
Touchscreen				
IntelliKeys®			(includes overlays)	(includes overlays)
Switch	(auto, step)	(step)		
Other	dwell			
Curriculum	Reading, Writing. <i>Dinosaurs</i> , <i>Animals of Cold Lands</i> : science. <i>Explorers</i> : social studies.	reading and language arts	reading, basic skills, science	reading, basic skills (sort, count, match, sequence), math readiness
Content	3 books in each title. Simple sentence development, topic work, non-fiction reading, research.	letter identification, sight words, making words, matching words with pictures	20+ activities in 5 environments teach facts, phonics, and language comprehension	count, match, practice colors; sequence words; write story; Word Study: /t/ sound
Feedback Type		auditory beep if answer is incorrect, will not continue until correct answer is achieved	feedback guides learning	feedback guides learning
Auditory				
Visual				
Multisensory				
Graphics	child	drawings (child)	child	child
Record Keeping	can sign in with your name			
Can activity be saved or printed?	can print writing activities	save settings	can print story text, writing, overlays	can print story book, activities, writing, word study, overlays
Customizing	single or double switch access with automatic scanning, graphics, text, larger font option	music off, letter sounds/names spoken, capital/lowercase, number of letters displayed, activity choices, prompt delay	modified overlays can be adapted with Overlay Maker	modify activities with IntelliPics, overlays with Overlay Maker
Keyboard Shortcuts				
Other settings and features		printable activity sheets	CD has guide, modified activities, utilities to send, print	CD has guide, modified activities, utilities to send, play, print
Also appropriate at:	Stage 7	Stage 4 (letter identification) Stage 7	Stage 4, Stage 7	Stage 3, Stage 4, Stage 7

Stage Five Software Comparison Chart ❖ Language Arts

Title	Hands-On Concepts: The Little Dough Man	Hands-On Concepts: Old MacDonald's Farm	Learn More About Words	Let's Go Read 1 and 2
Publisher	IntelliTools, Inc.	IntelliTools, Inc.	Inclusive Technology Ltd.	Edmark, now Riverdeep
Platform	Mac / Win	Mac / Win	Win	Mac / Win
Access				
Keyboard			(use space bar, enter)	(space is switch equivalent in Windows)
Mouse				
Touchscreen				
IntelliKeys®	(includes overlays)	(includes overlays)		
Switch			(step)	(auto, can set rate)
Other				speech recognition (requires microphone)
Curriculum	reading, basic skills (rhyming, ordinal numbers), math readiness	reading, basic skills (sort, count, match, sequence)	reading and language arts	reading
Content	repetitive phrases, numbers; write/innovate on refrain; Word Study: rhyming: _un, _ug, _ub endings	ID animals/sounds, mothers/babies; write sentences; farm trip; Word Study: oo/oa/ee	alphabetize, math words with pictures, spell words, wordsearch, picture crosswords	letter sound, recognition, form, sounds in words within a theme--1: An Island Adventure, and 2: An Ocean Adventure
Feedback Type	feedback guides learning	feedback guides learning	Auditory: optional. Auditory beep if answer is incorrect, will not continue until correct answer is achieved	incorrect: repeats until correct response given
Auditory				
Visual				
Multisensory				
Graphics	child	child	drawings (child/teen)	child
Record Keeping			save individual user settings	completed activities and progress; bookshelf displays books completed
Can activity be saved or printed?	can print story book, activities, writing, word study, overlays	can print story book, activities, writing, word study, overlays		logs completed activity under learner name; print books
Customizing	modify activities with IntelliPics, overlays with Overlay Maker	modify activities with IntelliPics, overlays with Overlay Maker	three levels of difficulty, create your own word lists, upper/lowercase letters, font, contrast, activity choices, scanning settings	record learner voice while reading; choose activities and level of difficulty in adult options
Keyboard Shortcuts				<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)
Other settings and features	CD has guide, modified activities, utilities to send, play, print	CD has guide, modified activities, utilities to send, play, print	Learn More About Words Toolkit is also available on the CD - it allows for customization of word lists, pictures and sounds to tailor to individual or curriculum needs	documentation includes off-computer activities; includes speech recognition practice
Also appropriate at:	Stage 3, Stage 4, Stage 7	Stage 3, Stage 4, Stage 7	Stage 7	

Stage Five Software Comparison Chart ❖ Language Arts

Title	Let's Grow Wild	Lexia Early Reading, Lexia Phonics Based Reading	Lexia Reading S.O.S.	Lexia Quick Reading Test & Comprehensive Reading Test
Publisher	Creative Communicating	Lexia Learning Systems	Lexia Learning Systems	Lexia Learning Systems
Platform	Mac / Win	Mac/Win	Mac/Win	Mac/Win
Access				
Keyboard				
Mouse				
Touchscreen				
IntelliKeys®	(includes overlays)			
Switch				
Other				
Curriculum	reading, science	Reading	Reading	Reading
Content	4 activities and quiz (pictures/words) centered around gardening theme	Reading, phonological awareness to words and sounds, phonological structure of language, meaning, listening, following directions. <i>Early Reading</i> (age 4-6): phonological awareness activities with increasing complexity. <i>Phonics Based Reading</i> (age 5-8): app	For older (age 9-adult) remedial students. Reading, phonological structure of language, meaning, sound-symbol correspondence, word recognition, single words, phrases, sentences, paragraphs and brief stories. Listening, following directions.	<i>Quick Reading</i> : 10-minute tests in decoding. Use with Lexia Phonics Based Reading and Lexia SOS. <i>Comprehensive Reading</i> : alphabetic, decoding, comprehension, retention.
Feedback Type		User notified of incorrect response and encouraged to try again, after third try - correct answer is highlighted.	User notified of incorrect response and encouraged to try again, after third try - correct answer is highlighted	Diagnostic, test ends automatically when excessive incorrect answers are detected
Auditory				
Visual				
Multisensory				
Graphics	generic	generic, age-appropriate by level	generic, age-appropriate by level	generic, age-appropriate by level
Record Keeping		Student and class reports, % correct, areas for instruction/practice, recommended activities.	Student and class reports, % correct, areas for instruction/practice, recommended activities.	Accuracy, speed, detailed skill mastery, areas needing practice or instruction. Class/student comparison. Recommends activities in <i>Phonics Based Reading</i> and/or <i>Reading S.O.S.</i>
Can activity be saved or printed?		save and print data, progress charts	save and print data, progress charts	save and print data, progress charts
Customizing		customizable level and activities for individual students	customizable level and activities for individual students	customizable level and activities for individual students
Keyboard Shortcuts				
Other settings and features		Supplemental multisensory off-computer activities, teacher handbooks	Supplemental multisensory off-computer activities, teacher handbooks	Supplemental multisensory off-computer activities, teacher handbooks
Also appropriate at:	Stage 4			

Stage Five Software Comparison Chart ❖ Language Arts

Title	Looking for Words	Micro-LADS 1-7	Nouns and Sounds	Older Students CD
Publisher	Attainment Company	Laureate Learning Systems	Laureate Learning Systems	Creative Communicating
Platform	Mac / Win	Mac / Win	Mac / Win	Mac / Win
Access				
Keyboard				
Mouse				
Touchscreen				
IntelliKeys®				
Switch	(auto, can set rate)	(auto, step)	(auto, step)	
Other	Discover:Switch, Ke:nx, Board, Screen			
Curriculum	reading	language arts development (writing)	language arts (listening, reading readiness)	language arts (reading/writing)
Content	build reading vocabulary through community exploration activities; explore and list (quiz) modes	early syntax & basic grammatical constructions, vocabulary & sentence structure: 1: Plurals and Noun-Verb Associations; 2: Verb Forms; 3: Prepositions; 4: Pronouns 5: Negatives; 6: Wh-Questions, Passive, and Deictic expressions; 7: Prepositions II	listen to and discriminate among 100 environmental sounds; explore noun sounds, match them with photos, and play games that exercise visual and auditory memory	activities on themes of recycling, football, and cooking
Feedback Type	incorrect: limit number of tries to 3, or unlimited	incorrect: correct response flashes; then incorrect response leads to correct answer shown	incorrect: after incorrect response, correct answer is shown; correct response flashes	
Auditory	(for incorrect; optional)			
Visual				
Multisensory				
Graphics	generic	generic	generic	generic: photos, drawings
Record Keeping	collects user name, date/time, modules explored, # of words on list; # of words found/not found on list	learner name, time, activity, topic, number and % correct	learner name, time, activity, topic, number and % correct	
Can activity be saved or printed?	save preferences; print user log, individual vocabulary lists with pictures, screens	can print report	can print report and save user log and preferences	
Customizing	adjust length of word lists	show/hide menus and mouse cursor	response time, criteria to end, timing, reinforcement animation, display text, color choices: highlight, selection, cue	
Keyboard Shortcuts	<⌘/ctrl+N> starts over; <⌘/ctrl+> ends list mode; <⌘/ctrl+O>: user log	<esc>: exit, <⌘/ctrl+H> to hide cursor, <⌘/ctrl+space> to hide/show menu,<⌘/ctrl+P> to pause	<esc>: exit, <⌘/ctrl+H> to hide cursor, <⌘/ctrl+space> to hide/show menu,<⌘/ctrl+P> to pause	
Other settings and features	use any word processor to edit user logs in simple text format		7 activity level options, 6 categories of nouns, create and save customized noun sets	
Also appropriate at:	Stage 6	Stage 3, Stage 4, Stage 7	Stage 4	Stage 4

Stage Five Software Comparison Chart ❖ Language Arts

Title	R.A.P.S.	Reading Explorers	Reading Lesson	Reading World
Publisher	Special Communications	Gamco	Attainment Company	Inclusive Technology Ltd.
Platform	Mac / Win	Mac / Win	Mac / Win	Win
Access				
Keyboard				(most activities)
Mouse				
Touchscreen				
IntelliKeys®	(includes overlays)			
Switch				(auto, step)
Other	Ke:nx			
Curriculum	reading, writing, language, arts	reading: comprehension; literary skills	reading	reading and language arts
Content	reading activities for older students	narrative, informational, persuasive, work texts in 3 phases; instruction, practice, application	four books with 5 lessons each that cover increasingly difficult words	21 Reading games for word recognition, alphabetizing, spelling skills
Feedback Type		incorrect: informative, instructional feedback	incorrect: repeats question indefinitely	
Auditory				
Visual				
Multisensory				
Graphics	teen	child	child	drawings (child)
Record Keeping		student data: skills, raw score, %, time on task		user profiles, game records
Can activity be saved or printed?		can view student records and print reports		save settings, print game records (results, name, date)
Customizing	can change font, font size, picture size (in menu and on screen); can modify activities using IntelliPics (IntelliTools, Inc.)	criteria for advancing, phases (instruction...post test), activities		Customizable word lists, Save favorite activities for individual users, reward settings, sound, music, difficulty level.
Keyboard Shortcuts			<⌘/ctrl+S/M/L changes volume; <⌘/ctrl+current book number> returns to the menu for the book	F1: options, F2: hear word or letter, F3: pause, esc: finish, page up, page down
Other settings and features	based on balanced literacy model; guided and self selected reading, writing, and word study	read options: story, Q, A, student response options: type/record, journal feature, quiz, survey	includes word book that lists all words for practice away from computer and to record progress	Reading World Editor is included on the CD and allows user to add new words, pictures and sounds to word list.
Also appropriate at:	Stage 7			Stage 7

Stage Five Software Comparison Chart ❖ Language Arts

Title	The Sentence Master	Show Me Spelling	Simon Spells	Simple Script
Publisher	Laureate Learning Systems	Attainment Company	Don Johnston, Inc.	Switch In Time
Platform	Mac / Win	Mac / Win	Mac	Mac
Access				
Keyboard		(required for responses)		
Mouse				
Touchscreen				
IntelliKeys®				
Switch				
Other			Discover:Switch, or Ke:nx to type in response	
Curriculum	reading	language arts (writing): spelling	language arts (writing): spelling	reading, drama
Content	a linguistically-based reading program integrating computer activities and print materials for learners who have had difficulty mastering literacy skills	choose from verbs, adjectives, 5-letter words		
Feedback Type	incorrect: "No, find ...," accompanied by visual cue, additional incorrect response leads to elimination of one choice, finally followed by answer if still incorrect	tone after incorrect response in practice mode; in quiz mode learner moves on to next question after one incorrect response	correct response shown alongside incorrect responses	teleprompts, closed captioning
Auditory				
Visual				(closed captioning)
Multisensory				
Graphics		child	child	
Record Keeping	saves lesson and parameter settings as well as lesson summaries in student logs along with teacher comments; can be printed	quiz scores include number of questions answered correctly out of total number asked	list of words spelled (correctly and incorrectly) showing actual responses; save student options	
Can activity be saved or printed?		can save most recent scores in each area during session only	can print lesson at end of session, worksheets at end of lesson or from reports section	
Customizing	scan speed, scan sound, response time, sound volume, reinforcement animation on/off	create and save custom word lists	choose number of words and lists to customize level of difficulty	each play part can be read by a different synthesized voice
Keyboard Shortcuts	<⌘/ctrl+space>: toggle menus, <esc>: exit activity, <⌘/ctrl+P>: pause	<⌘/ctrl+T>: toggle menu; <⌘/ctrl+B>: toggle finder; <space> or <enter> to select a response; <⌘/ctrl+W>: choose word lists	⌘T for teacher options (at sign-in/out, verify name screens only), ⌘M: toggle menu	space to advance, ⌘ to go back, <esc> to hide menu, right/left arrows enlarge, shrink text
Other settings and features	hide/show cursor and menus, exit and navigation buttons; program has 4 levels; within each are 8 Stories, 4 Word Activities and 8 Story Booklets	can hide finder and menu bar to reduce distraction; can disable sound effects, music and speed	documentation includes complete word list that indicates frequency, grade level, pattern, and if word is Dolch	project on screen for closed captioning
Also appropriate at:		Stage 7	Stage 7	Stage 7

Stage Five Software Comparison Chart ❖ Language Arts

Title	Spell-A-Word	Spelling & Spelling Practice	Spelling Works	Start-to-Finish Series
Publisher	RJ Cooper & Assoc.	IntelliTools, Inc.	Teacher Support Software	Don Johnston, Inc.
Platform	Mac, Win	Win, Mac	Mac / Win	Mac / Win
Access				
Keyboard				
Mouse				
Touchscreen				
IntelliKeys®		(overlays available)		
Switch	(auto)	(can adjust)		(auto, can set rate)
Other				Discover:Switch, Ke:nx, Board, Screen
Curriculum	language arts (writing): spelling	Language Arts, Reading, Writing	language arts (writing): spelling	reading
Content		<i>Spelling</i> is an IntelliTalk Template that provides spelling practice for students at a variety of levels (provided). <i>Spelling Practice</i> is an IntelliTalk Activity using a Pre-Primer Dolch List.	graded lists of words most often needed for writing, interactive practice, games, tests	more than 60 interactive books to read and hear, including high-interest subjects and many curriculum-matching titles (classic literature, short stories, mysteries, history, sports, science, etc.); includes cloze passage quizzes for assessment after each
Feedback Type	incorrect responses: character appears and sound plays (no limit)	Customizable in Check Work mode	feedback guides learning	no feedback during quiz; incorrect words are shown in red after learner finishes and submits quiz
Auditory		(can customize)		
Visual		(can customize)		
Multisensory				
Graphics	child	generic, can import	child	teen/adult
Record Keeping	date, number correct, number of drills and tests completed, previous and last session scores	Date and time, questions, student responses, percentage scores.	activities: scored, not saved, tests: printable, not saved	student data file includes time to complete quiz, # correct, incorrect, blank, correct answers for items missed, date, chapter
Can activity be saved or printed?	can save and print data for each learner from session	All records and activities can be saved or printed		can print completed quiz; results show graph of score; print illustrations and worksheet masters
Customizing	add custom graphics and sound; change number of drills and tests	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	choose word lists, select voice, animation on/off, volume control	
Keyboard Shortcuts	<shift-`> to return to menu	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	⌘L or <ctrl-W> for word list; ⌘H or <ctrl-S> to get hint	T for teacher options from sign-in screen; click on picture to pause/resume reading; <⌘/ctrl+Q> or O (zero)>: quit and go to end screen
Other settings and features	custom recorded names help personalize the program	Part of the IntelliTools Studio Classroom Suite. Provides Primer doch, 1st Dolch, 2nd Dolch, 3rd Dolch, and Often Misspelled levels. Can customize own list	visual highlighting, speaks spelling, word, sentence	each book has suggestions for activities; includes paperback book, computer book, and audio cassette; two levels of books; grades 2/3 and grades 4/5 readability levels
Also appropriate at:	Stage 4, for learning to type name, Stage 7	Stage 7	Stage 7	

Stage Five Software Comparison Chart ❖ Language Arts

Title	Studywiz	Swim, Swam, Swum	WordMaker	Planet Wobble Series: Level 1 Set A, Level 2 Set A & Level 3 Set A
Publisher	Inclusive Technology Ltd.	Laureate Learning Systems	Don Johnston, Inc.	Crick
Platform	Win	Mac / Win	Mac / Win	Mac / Win with Clicker 4 installed
Access				
Keyboard			(space, arrow, return keys)	
Mouse				
Touchscreen				
IntelliKeys®				
Switch		(auto, step)	(auto)	(auto, step)
Other			DiscoverBoard	dwell
Curriculum	reading	writing: written language and syntax development	reading, language arts, phonics, vocabulary	reading, writing
Content	Reading Skills practice: Several books available at different difficulty levels. 4 different types of exercises are used to practice different aspects of reading: reading comprehension, reading text in stages, reading speed, identifying key words	high-frequency irregular verb training (reinforces reading and spelling skills)	140 lessons that use letter manipulation to create over 800 words, teaches phonics patterns in sequence	3 stories and 3 books. Talking books and on-screen activities, high frequency words, independence in reading, sentence construction, matching, writing stories, making books.
Feedback Type			Auditory: on/off. User notified of incorrect response, field of choices reduced to shape toward correct answer.	
Auditory				
Visual				
Multisensory				
Graphics	photos (child/teen)	generic	drawings, child/teen oriented	child
Record Keeping	Portfolio of student work is created including: student performance charts, voice recording, text, images, video, etc.	create User Log for number correct, time on activity, date, activity name, feedback type, instructor notes	student name, lesson level, list of letter sounds, word list, incorrect spelling attempts	can sign in with your name
Can activity be saved or printed?	save, print, student performance charts	can print report	save and print data, progress charts, awards	can print writing activities
Customizing	adjust size of pictures and text, voice properties,	can alter preference settings	access, level, icon support for letters(on/off)	single or double switch access with automatic scanning, graphics, text, larger font option
Keyboard Shortcuts	keyboard options for full accessibility explained in manual	<esc>: exit lesson; <⌘/ctrl+space>: toggle menu	<⌘/ctrl+T>: options, <⌘/ctrl+Q>: quit. Manual has appendix of shortcuts.	
Other settings and features	password protection, students can save work and use at home, network version is available, students can record their own reading	data collection; feedback for incorrect responses; manual includes rationale for activities based on research in language development	Off-computer extension activities, integration with other assistive technology tools, word walls.	includes books to go along with stories on CD
Also appropriate at:	Stage 7	Stage 3, Stage 7	Stage 4 (letter sounds), Stage 7 (in conjunction with writing tools)	Stage 7

Stage Five Software Comparison Chart ❖ Language Arts

Title	Stories and More: Animal Friends	Phonics & Phonics Sort	Scan and Read Pro
Publisher	Attainment Company	IntelliTools, Inc.	Premier Assistive Technology, Inc.
Platform	Mac / Win	Win, Mac	Win
Access			
Keyboard			
Mouse			
Touchscreen			
IntelliKeys®		(overlays available)	
Switch	(auto, autostart or switch-initiated)	(can adjust)	
Other			
Curriculum	reading	Language Arts, Reading, Writing	Reading, Comprehension
Content	three stories-sequenced learning activities-reading and comprehension, open-ended, question and answer, and written response questions	Phonics (IntelliTalk template): beginning letters, common word families, rhyming/non-rhyming words. Phonics Sort (IntelliTalk Activity): sort words based on common word families.	Makes text Accessible
Feedback Type		Customizable in Check Work mode	
Auditory		(can customize)	
Visual		(can customize)	
Multisensory			
Graphics	child	generic, can import	generic
Record Keeping	name of student, activities completed	Date and time, questions, student responses, percentage scores.	
Can activity be saved or printed?	sign-in to save learner data	Portfolio mgmt, student login, assignments, detail/summary performance assessment. Can print all reports and activities.	can print scanned documents
Customizing	can set volume, printing, resolution, recording, movement through activities, grow slides, records, scan rate	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	Highlight by word, sentence or paragraph. Can select highlight color, change background and text colors, adjust reading speeds and pace, adjust voices/pitch/rate. Can easily change text formatting and spacing. Offers word view and options for tracking, zo
Keyboard Shortcuts		<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	F5: scan, <ctrl+W>: Word Prediction, F6: Read, F7: Stop Reading
Other settings and features		Part of the IntelliTools Studio Classroom Suite. Can import video, audio	Has word prediction, talking spell checker, thesaurus, multiple language capabilities, can create MP3 and WAV audio files, has full color or black and white scanning
Also appropriate at:	Stage 7	Stage 6, Stage 7	Stage 7

Stage Five Software Comparison Chart ❖ Language Arts

Title	Thinking Reader (Series): The Giver; Roll of Thunder, Hear My Cry; Bridge to Terabithia; Bud, Not Buddy; Tuck Everlasting; Dragonwings; My Brother Sam is Dead; A Wrinkle in Time; Esperanza Rising	UKanDu Interactive Series: Camp Frog Hollow, KC & Clyde in Fly Ball	UKanDu Little Books: A Day at Play, On a Green Bus, Out and About
Publisher	Tom Snyder Productions	Don Johnston, Inc.	Don Johnston, Inc.
Platform	Mac, Win	Camp Frog: Mac, Win; KC & Clyde: Mac	Mac / Win
Access			
Keyboard			
Mouse			
Touchscreen			
IntelliKeys®			
Switch		(auto, can set rate)	(auto, can set rate)
Other		Discover:Switch, Ke:nx, Board, Screen	Discover:Switch, Ke:nx, Board, Screen
Curriculum	Reading comprehension, vocabulary development	reading	reading
Content	Teaches students to read strategically, increases reading fluency; Provides instruction on 7 reading comprehension strategies: summarize, question, clarify, predict, visualize, feel and reflect	read simple stories, interact with text, write journal entries related to story content	short, simple animated stories authored by learner
Feedback Type	Visual cue and human voice feedback	incorrect: repeats for 3 tries, then advances to next word	
Auditory			
Visual			
Multisensory			
Graphics	student	child	child
Record Keeping	Records student's written responses, quiz results, time-on-task	settings, journal entries, progress and quiz scores	gathers word choices during activity; activity can be re-read at the end of the story
Can activity be saved or printed?	Can print all specific student performance reports or general class progress	can save and print settings, journal entries, progress and quiz scores	can print 4-panel mini-book of the story so black line drawings can be colored
Customizing	Font size control, color contrast settings, can adjust difficulty level, can scaffold supports, can highlight text, can change level of embedded supports	can set and lock Interaction Level (Watch/Remind/ Help/Quiz), set volume, scan on/off, scan rate, speech, prompting pause (long/short)	can set scan speed and Reading Format (text only, voice only, voice and highlight text)
Keyboard Shortcuts	<⌘/ctrl+R>: Read, <⌘/ctrl+W>: Work Log, <⌘/ctrl+T>: opens strategy help; can tab, enter and use left and right arrow keys for quick navigation	<⌘/ctrl+M>: toggles menu (Camp Frog Hollow only); T for teacher options	T for teacher options
Other settings and features	Research-based and validated. Developed using Universal Design for Learning and Reciprocal Teaching methods, includes supplementary teaching materials, includes Student Work Log that teacher can access and respond to.	writing prompts given in the journal section; prompts correspond with story plot; readability level of grade 2.5, based on pre-K through 3rd grade Dolch vocabulary list	appropriate for early and pre-readers up to a 3rd grade level; can sing along with On a Green Bus
Also appropriate at:	Stage 7	Stage 2, Stage 4	Stage 4

Stage Five Software Comparison Chart ❖ Language Arts

Title	Universal Reader	WiggleWorks	Word Search 1.1	WordSort	Word Works: Vocabulary Series
Publisher	Premier Assistive Technology, Inc.	Scholastic Software	Switch In Time	Henderson Educational Software	Teacher Support Software
Platform	Win	Mac, Win	Mac	Mac, Win	Mac / Win
Access					
Keyboard					
Mouse					
Touchscreen					
IntelliKeys®			(includes overlays)		
Switch		(auto for navigation, step for reading text)			
Other					
Curriculum	Reading Tool	reading	reading	reading/language arts	reading/language arts
Content	Makes All text Accessible; Reads text from any application	see, hear, and interact with computer book. Integrates reading, writing, listening and speaking activities	sight word recognition	350 word sorts, single syllable words (all vowel and consonant sound/pattern groups), matching words with sample words: see similarities and differences	reading/spelling: targets oral, visual word recognition, fluency and word retrieval
Feedback Type			incorrect: "try again"	animated corrections; reviews errors and sorts words correctly	feedback guides learning
Auditory					
Visual					
Multisensory					
Graphics	generic	child		index card view vs. words only	child
Record Keeping		save voice recordings of learner; text and graphics from writing activities; magnet board and word list	saves text file with word list, time, date, number of tries for each word	saves detailed records of sort study results for multiple users	management tool: saves user data, generate class, student reports
Can activity be saved or printed?		can save settings and date collected; can print current activity screen, word list contents	can print saved report file	can print word sort cards and records	
Customizing		add recorded messages; change voice, color scheme and cursor; talking buttons, large print, scanning	can enter up to 30 words, can record prompts and own response feedback	assign specific word sort at student's level, set sort speed	purchase desired word list CDs, choose activities, activity options
Keyboard Shortcuts		<space> interrupts scanning; password-protected hidden menu for teachers	<ctrl-esc> to hide/show menu	choose sort, sort speed	⌘L or <ctrl-W> for word list; ⌘H or <ctrl-S> to get hint
Other settings and features	low-cost, simple to use, with symbol menu	each book has suggestions for activities	can set volume, scan rate, number of trials	printed cards provide off-computer extension of word sorting	preview, practice, games and assessments (set criteria, number of choices, time)
Also appropriate at:	Stage 7 as a low-cost proofreading tool	Stage 7	Stage 7	Stage 7	Stage 7

Stage Five Software Comparison Chart ❖ Science

Title	Science New Reef	Ant Quiz & Volcanoes	Diagram & Diagram Heart	Mars
Publisher	IntelliTools, Inc.	IntelliTools, Inc.	IntelliTools, Inc.	IntelliTools, Inc.
Platform	Win, Mac	Win, Mac	Win, Mac	Win, Mac
Access				
Keyboard				
Mouse				
Touchscreen				
IntelliKeys®	(overlays available)	(overlays available)	(overlays available)	(overlays available)
Switch	(can adjust)	(can adjust)	(can adjust)	(can adjust)
Other				
Curriculum	Science, customizable for other curriculum areas	Science, Language Arts	Science, Language Arts	Science
Content	IntelliPics Studio III Template and multimedia tool that provides opportunity to demonstrate knowledge.	Ant Quiz (IntelliTalk activity): explore ant facts and assess knowledge. Volcanoes (IntelliPics activity): explore volcano information and assess knowledge.	<i>Diagram</i> (IntelliTalk template): explore and assess the water cycle, volcanoes, flower parts, skeleton, fish, plant cell. <i>Diagram Heart</i> (IntelliTalk activity): explore and assess the heart and circulatory system.	IntelliPics activity. Presentation-style activity to explore information about the solar system
Feedback Type	Customizable in Check Work mode	Customizable in Check Work mode	Customizable in Check Work mode	Customizable in Check Work mode
Auditory	(can customize)	(can customize)	(can customize)	(can customize)
Visual	(can customize)	(can customize)	(can customize)	(can customize)
Multisensory				
Graphics	generic, can import	generic	generic	generic
Record Keeping	Portfolio mgmt, student login, assignments, detail/summary performance assessment.	Date and time, questions, student responses, percentage scores.	Date and time, questions, student responses, percentage scores.	Date and time, questions, student responses, percentage scores.
Can activity be saved or printed?	All records and activities can be saved or printed	saved in student portfolio, can print all reports and activities	saved in student portfolio, can print all reports and activities	saved in student portfolio, can print all reports and activities
Customizing	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface. Can add text.	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.
Keyboard Shortcuts	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences
Other settings and features	Part of the IntelliTools Classroom Suite. Can import video, audio. Includes word banks.	Part of the IntelliTools Studio Classroom Suite. Can import video, audio	Part of the IntelliTools Studio Classroom Suite. Can import video, audio	Part of the IntelliTools Studio Classroom Suite. Can import video, audio
Also appropriate at:	Stage 6, Stage 7	Stage 6, Stage 7	Stage 6, Stage 7	Stage 6, Stage 7

Stage Five Software Comparison Chart ♦ Social Studies

Title	State Report & My State	Time Line & Time Line Egypt	Outlining the Middle Ages
Publisher	IntelliTools, Inc.	IntelliTools, Inc.	IntelliTools, Inc.
Platform	Mac, Win	Win, Mac	Win, Mac
Access			
Keyboard			
Mouse			
Touchscreen			
IntelliKeys®	(overlays available)	(overlays available)	(overlays available)
Switch	(can adjust)	(can adjust)	(can adjust)
Other			
Curriculum	Social Studies	Social Studies, History	Social Studies, History
Content	These are IntelliPics Studio III Templates. Information and assessment about the fifty states.	<i>Time Line</i> is an IntelliPics Template that allows you to create and illustrate timelines from any historical period. <i>Time Line Egypt</i> is an IntelliPics Activity about people, places, and events in Egyptian history.	IntelliPics Studio III Activity to review the roles of people and social classes in the Middle Ages; can also be used as an outlining or organizing tool.
Feedback Type	Customizable in Check Work mode	Customizable in Check Work mode	Customizable in Check Work mode
Auditory	(can customize)	(can customize)	(can customize)
Visual	(can customize)	(can customize)	(can customize)
Multisensory			
Graphics	generic, can import	generic, can import	generic, can import
Record Keeping	Portfolio mgmt, student login, assignments, detail/summary performance assessment.	Portfolio mgmt, student login, assignments, detail/summary performance assessment.	Date and time, questions, student responses, percentage scores.
Can activity be saved or printed?	All records and activities can be saved or printed	All records and activities can be saved or printed	All records and activities can be saved or printed
Customizing	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.
Keyboard Shortcuts	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences	<⌘/ctrl+M>: menu, <⌘/ctrl+shift+O>: preferences
Other settings and features	Part of the IntelliTools Classroom Suite. Can import video, audio. Includes word banks.	Part of the IntelliTools Classroom Suite. Can import video, audio. Includes word banks.	Part of the IntelliTools Studio Classroom Suite. Can create new outlines and quizzes
Also appropriate at:	Stage 6, Stage 7	Stage 6, Stage 7	Stage 7

Stage Five Software Comparison Chart ❖ Problem Solving

Title	Blocks in Motion	The Deciders Take On Concepts: Mission I and II	Lexia Cross-Trainer: Visual Spatial
Publisher	Don Johnston, Inc.	Thinking Publications	Lexia Learning Systems
Platform	Mac	Mac / Win	Mac/Win
Access			
Keyboard			(assessment only)
Mouse			(assessment only)
Touchscreen			
IntelliKeys®			
Switch	(auto)		
Other	Ke:nx On:Board, Key Largo		Requires separate Logitech Wingman controller for activities
Curriculum	problem solving	concept development, problem solving	Visual-spatial skills
Content	on-screen manipulatives program that includes learner-controlled animation and other interactive features	interactive problem solving cartoons with mystery theme	2D/3D, Abstract/concrete matching and part-whole relations, discrimination, figure-ground, finding, memory, mental rotations, multi-perspective coordination, negative space, perception, perspective-taking, pursuit, reflections, representational thought,
Feedback Type			No negative feedback, activity progresses to next task after significant errors are made. Student can re-listen to directions.
Auditory			
Visual			immediate
Multisensory			
Graphics	generic	child	generic
Record Keeping		test data; multiple users	Tracks student progress, student and classroom reports.
Can activity be saved or printed?	yes	can print records	save and print data, progress charts
Customizing	can purchase extra toy block sets	pause, repeat options, text: keyword, all, none	customizable level and activities for individual students
Keyboard Shortcuts	⌘K for preferences; ⌘F turns sound off; <space> key selects while scanning	<⌘/ctrl+M> for menu	
Other settings and features	includes other activity suggestions	testing feature (pre- and post- testing) for concepts learned (tests simulate home or school environment), search for concepts embedded in each mystery (spatial, temporal, quantity/quality, social/emotional)	Supplemental multisensory off-computer activities, teacher handbooks
Also appropriate at:	Stage 4	Stage 4	

Stage Five Software Comparison Chart ❖ Problem Solving

Title	Strategy Challenges Collection I: Around the World, and Collection II: In the Wild	Thinkin' Things Collection 1	Thinkin' Things Collection 2	Thinkin' Things Collection 3
Publisher	Edmark, now Riverdeep	Edmark, now Riverdeep	Edmark, now Riverdeep	Edmark, now Riverdeep
Platform	Mac / Win	DOS / Mac / Win	DOS / Mac / Win	Mac / Win
Access				
Keyboard		(space bar is switch equivalent in Windows)	(space bar is switch equivalent in Windows)	(space bar is switch equivalent in Windows)
Mouse				
Touchscreen				
IntelliKeys®				
Switch		(auto)	(auto, step, can set rate and progression)	(auto, step, can set rate and progression)
Other		Don Johnston Overlays for Learning; Thinkin' Things for Key Largo; Ke:nx On:Board	Don Johnston Overlays for Learning; Thinkin' Things for Key Largo; Ke:nx On:Board	Don Johnston Overlays for Learning; Thinkin' Things for Key Largo; Ke:nx On:Board
Curriculum	problem solving	problem solving	critical thinking skills, problem solving	problem solving skills
Content	Classic games (Mancala, Nine Men's Morris, and Go-Moku in Collection I; Jungle Chess, Surakarta, and Tablut in Collection II). Analyzing problems, proposing solutions, trying strategies and analyzing results; virtual play environment for mature learners	Auditory and visual discrimination games.	Explore and create rhythm patterns. Explore dimension and optical illusion, visual perception and spatial awareness. Compose and play familiar tunes. Auditory discrimination and memory.	Logic puzzles strengthen deductive and inductive reasoning to solve a problem. Early computer programming skill. Explore gravity, friction, and motion. Explore special effects on photos
Feedback Type				
Auditory				
Visual				
Multisensory				
Graphics	generic	child	child and teen/adult	generic
Record Keeping	set up users and save games	save progress for each learner for future sessions	save progress for each learner for future sessions	save progress for each learner for future sessions
Can activity be saved or printed?		can save student work	can save songs, rhythms, or designs created in Oranga, 2-3D Blox, Snake Blox, and Toony's Toons	can save programs, designs, and images they have created in Half Time Create mode, Carving Blox, and Photo Twister
Customizing	Quickplay on/off adds or removes sounds and animation that cue learner throughout play; challenge levels of play: Beginning, Intermediate, Advanced; play computer or play friend option	Grow Slides adjust difficulty level (auto or manual).	Grow slides in Oranga's Band and Frippletration adjust difficulty level (auto or manual).	Grow Slides in Stockopus, Frippl House, and Photo Twister adjust difficulty level (auto or manual).
Keyboard Shortcuts		<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)	<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)	<⌘+option+A> for adult section (<ctrl-alt-A> for Windows); <⌘+option+S> to toggle scanning (<ctrl-alt-S> for Windows)
Other settings and features	strategy coaches visible during game help learner understand rules and show tips when asked; Classroom Connections has educator information on cultural appreciation; includes activities and reproducibles, and strategies for teaching problem solving	documentation includes worksheets for home activities and classroom ideas	Create, Question and Answer and Learn Modes available in different combinations in activities; documentation includes worksheets for home activities and classroom ideas; scanning unavailable in BLOX activities in Windows	Create, Question and Answer and Learn Modes available in different combinations in activities; documentation includes worksheets for home activities and classroom ideas; scanning unavailable in BLOX activities in Windows
Also appropriate at:		can use with standard overlays in Stage 4, Stage 7	can use with standard overlays in Stage 4, Stage 7	can use with standard overlays in Stage 4, Stage 7

Stage Five Software Comparison Chart ❖ Curriculum Tools

Title	Kurzweil 3000	Intellipics Studio III
Publisher	Kurzweil Educational Systems, Inc.	IntelliTools, Inc.
Platform	Mac/Win	Mac, Win
Access		
Keyboard	√	√
Mouse	√	√
Touchscreen	√ (use onscreen keyboard)	√
IntelliKeys®		√ (overlays available)
Switch	√ (use Discover)	√
Other	DiscoverBoard (setups available)	
Curriculum	Reading, Writing, Social Studies, Science, Math	All Curriculum Areas (including: reading, math, social studies, science, language arts, spelling, problem solving)
Content	Curriculum independent	Authoring Tool. Can be used for exploration, assessment and to support all areas of the curriculum
Feedback Type	Auditory: choice of voices. Visual: highlighting, choice of text and background colors. Will read any digital text that is imported or scanned (OCR, PDF, TIFF, DOC)	Customizable in Check Work mode
Auditory	√	√ (can customize)
Visual	√	√ (can customize)
Multisensory	√	
Graphics	generic graphic user interface	generic, can import
Record Keeping		Portfolio mgmt, student login, assignments, detail/summary performance assessment.
Can activity be saved or printed?	Save and Print	All records and activities can be saved or printed
Customizing	Customizable based on individual user preferences	Customizable toolbars and quizzes, word prediction options, voice/rate, user interface.
Keyboard Shortcuts	windows shortcuts	<%/ctrl+M>: menu, <%/ctrl+shift+O>: preferences
Other settings and features	read-the-web, fill-in-the blanks, talking word processor, digital dictionary, digital thesaurus, note-taking, highlighting, study skills, test-taking	Integrated word prediction, Embedded Help, Tracking of individual student access needs and preferences across the IntelliTools Classroom Suite tools.
Also appropriate at:	Stage 7 (writing)	Any Stage, depending upon activity created

Additional Titles Appropriate for Stage Five:

A Day at the Beach (IntelliTalk III Activity)
Animals in the Forest (IntelliPics Studio III Activity)
AppleWorks (formerly ClarisWorks for Kids)
Big:Calc
Book Quiz (IntelliTalk Template)
Book Quiz: Julie of the Wolves (IntelliTalk Activity)
BuildAbility
Clicker 4
Clock Shop
Co:Writer 4000
Coin Critters
Discrete Trial Trainer
Early Emerging Rules Series: Negation, Plurals, Prepositions
Easy Writing Football (IntelliTalk Activity)
eReader
Explore (IntelliPics Studio III Template)
Explore Dinosaurs (IntelliPics Studio III Activity)
Fairy Tale (IntelliTalk Template)
First Money
Forrest Center Stage
I Know American History
Identify Money¹
Inspiration
IntelliTalk III
Kid Works Deluxe
KidBook
KidPix Studio Deluxe
Kidspiration
Language Experience Recorder
Learn More About Math
Learn More Through Games
Make-a-Book
Making Change
Mix 'n' Match
My Own Bookshelf
On the Farm
PixWriter
Puzzle Arch, Puzzle Soccer, Puzzle Template
Read & Write 5.0
Read a Clock
Read Function Words (Independent Living Activities)
Report (IntelliPics Template)
Seashore Animals (IntelliMathics Activity)
Shapes and Patterns (IntelliMathics Activity)
Shop 'Til You Drop
Simple Sentence Structure
Single Switch Games
Spending Money
Spider in the Kitchen
Storybook Maker Deluxe
Storybook Weaver Deluxe
Storytime Just for Fun!
Swim, Swam, Swum
SwitchIt! Early Math with Spider and Friends
SwitchIt! Jigsaw
TalkTime with Tucker
Teach Me Phonemics
TimeScales
Type and Talk 4.0
UltraKey
US Puzzles Template (IntelliTools Classroom Suite)
WordQ
WordWise
Write This Way
Write:OutLoud 3.0
WriteAway 2000
Writing with Assessment
Writing with Symbols 2000

